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Created By: English Language Arts Curriculum Team

**English Language Arts: Curriculum
9th Grade**

Content Area: English Language Arts

<u>Unit I:</u> <ul style="list-style-type: none">• The Effects of Stress	September 07, 2025 - November 16, 2025 45 days
<u>Unit II:</u> <ul style="list-style-type: none">• Seeking Justice	November 17, 2025 - January 31, 2026 45 days
<u>Unit III:</u> <ul style="list-style-type: none">• Stubborn Love	February 01, 2026 - April 18, 2026 45 days
<u>Unit IV:</u> <ul style="list-style-type: none">• Representation Matters	April 19, 2026 - June 22, 2026 45 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

UNIT TEXTS

<p>All Summer in a Day We Real Cool The Effect of Others The Man in the Well When Good People Do Bad Things The Lottery Sightseers St. Lucy's Home for Girls Raised by Wolves</p>	<p>Animal Farm, by: George Orwell</p>
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Introduction/Philosophy

The implementation of a highly successful district-wide English Language Arts program is dependent upon support of the faculty, parents, and school administrators - adults who are active participants in reading and writing who help to foster a learning environment that is supportive of literacy development.

The intent of all curriculum and instructional efforts in the English Language Arts program should be to develop *engaged, reflective, and strategic* learners who, through real-life situations, utilizing technology, and enjoying learning, can apply their knowledge of the English Language Arts across all content areas.

One major goal of the English Language Arts program is to develop effective writers and speakers. Students who are exposed to superior writing and who listen to informative oral presentations can achieve this goal. To be able to examine writing pieces from a critical stance and to view writing as a craft is a critical perspective for students to acquire. Through guided instruction in the classroom, the teacher facilitates students' abilities to understand and to know how to use written and oral language effectively in order to enhance the communication of their ideas.

Another major goal of our English Language Arts program is for students to learn to read, view, and listen effectively in order to construct meaning. Throughout the program, students are asked to respond not only to questions that ask what they have learned as a result of engaging with learning resources, but also to queries that promote reflection upon what they are thinking as they are interacting with these processes. Through guided instruction, students are asked to "think about their thinking" and construct meaning through various modalities.

The interrelatedness of English Language Arts instruction cannot be over emphasized; reading, writing, speaking, listening, and viewing naturally can reinforce one another. Therefore, successful acquisition of one Language Arts skill supports and enhances other skills. Rich literary experiences, including exposure to fiction and nonfiction, serve as a catalyst for developing listening, speaking, reading, viewing, and writing skills.

The New Jersey Legislation [C.18A:35-4.35](#) requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. In addition, policies, and procedures pertaining to inclusive instructional materials are outlined in Legislation C.18A:35-4.36. Schools shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate. The instruction and materials of this course will be made inclusive and representative of all individuals and various groups of people. This course will address the following:

General Statements:

- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Include as an essential question for each text:
 - How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used for this course?
 - Whose voice is missing from any of the course's texts, visual/media representations, and materials used for this course? Why?
- Modifications can be made to accommodate any students with specific needs, views and experiences.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- We model acceptance and respect for all students regardless of language background, ethnicity, race, immigration status, English proficiency, gender, sexual orientation, or disability.

Materials:

- [School Climate Survey](#)
- [The-Trevor-Project-National-Survey-Results-2019.pdf](#)

*Denotes an LGBTQ+ inclusive text/author

^Denotes a Disability inclusive text/author

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

- 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.

Reading Domain

- 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.
- 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.
- 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.

- 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.
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Writing Domain

- 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.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.
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Speaking & Listening Domain

- 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.

Supporting and Additional Standards

Language Domain

- 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).
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Reading Domain

- 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.
- 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.
- 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).
- 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).
- 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.
- 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.
- 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).

- 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.
- 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.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.

Writing Domain

- W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
 - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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Speaking & Listening Domain

- 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.

Interdisciplinary Standards

Social Studies

- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

Science

- Evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design. (HS-PS4-2)

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2 Design Thinking

- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Career Readiness, Life Literacies, & Key Skills

9.4 Life Literacies & Key Skills

- 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.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Evidence of Student Learning

Formative Assessments

Participation/Observations
Questioning
Running Records
Discussion Circles

Alternate Assessments

Teacher-created project-based assessment
Alternate Running Records
Discussion Circles
Turn and Talks

<p>Turn and Talks Anecdotal Notes Reading/Writing Checklist Demonstration of Learning (Exit Slips) Graphic Organizers/Thinking Maps Response Logs Reading Response Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Isation Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> Isation Screening Final Writing Drafts</p>	
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> Essential Questions	<i>Students will be able to....</i> Objectives

Reading (Literature & Informational):

- Why is it important for people and cultures to construct narratives about their experience?
- How do authors use the resources of language to impact an audience?
- What are the elements of a "good" story?
- Can literature serve as a vehicle for social change?
- How are belief-systems represented and reproduced through literature?
- How does the study of literature help individuals construct an understanding of reality?
- Are there universal themes in literature that are of interest or concern to all cultures and societies?
- How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used for this course?
- Whose voice is missing from any of the course's texts, visual/media representations, and materials used for this course? Why?
- Why is it important to evaluate literature through different lenses?

Speaking and Listening:

- How does the choice of words affect the message?
- How might an author's choices when delivering a visual or oral text affect the experience for a reader? Why might an author make those choices?

Writing:

- How does an author use inferences to help a reader understand subtext and meaning?
- How does social justice influence literature?
- Why might individuals choose literature as a way to process

Reading (Literature & Informational):

- Analyze elements of a "good" story.
- Analyze how literature can serve as a vehicle for social change.
- Determine how the study of literature helps individuals construct an understanding of reality.
- Annotate a text for different literary elements, including inference, imagery, and allusion.
- Identify the elements of plot found throughout a story.
- Use context clues to determine the meaning of unfamiliar words.
- Analyze symbolism in a text.
- Identify whose voice is represented in a text and whose voice is missing. Discuss the choices an author makes when choosing who to represent in a text.

Speaking and Listening:

- Determine the choice of words and the effect they have on the message of a speech, drama, or radio play.
- Analyze how oral delivery of a poem can change the message and the effects on the reader.
- Identify a speaker's thesis and supporting evidence when viewing a visual text.

Writing:

- Construct a paragraph identifying inferred information from text with examples of evidence.
- Cite and discuss evidence to support a claim.
- Write dialogue using different techniques to accurately represent speech.
- Write an effective hook to begin a narrative story.
- Utilize MLA formatting when citing sources in a literary analysis or research synthesis task.

<p>social justice and grief?</p> <ul style="list-style-type: none"> • What is justice? • What do readers do when they do not understand everything in a text? • How does a reader craft a thesis and find supporting evidence? 	<ul style="list-style-type: none"> • Learn to identify and write thesis statements and find supporting evidence.
Instructional Plan	
Suggested Activities/Routines	Resources
<p>General Practice: Cornell notes (interactive notebook) **IANB Cornell Note Taking System Literary Cues Chart (* for each new text in interactive notebook)</p> <p>Suggested: Begin the first MP with a review of basic writing skills.</p> <hr/> <p>Text: “The First Day” by E.P. Jones[^]</p> <ul style="list-style-type: none"> • Concepts: annotation, inference, imagery <hr/> <p>Text: “dear white america” by Danez Smith*[^]</p> <ul style="list-style-type: none"> • Concepts: annotation, allusion • Video of performance / Article with Text • Using Annotations to Analyze Poetry (Lesson from teach.lgbt) <hr/> <p>Text: “A Sound of Thunder” Ray Bradbury Concepts: plot practice/pyramid</p> <ul style="list-style-type: none"> • Plotting: <ul style="list-style-type: none"> ○ An Online Resource Guide to Freytag's Pyramid 	<p>Reading: Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p>www.epicbooks.com www.readinga-z.com www.connected.mcgraw-hill.com</p> <p>Writing: The Writing Strategies Book, Jennifer Serravallo www.connected.mcgraw-hill.com</p> <p>SKILLS TEACHING WITH MEDIA YouTube</p> <p>LGBTQ+ https://www.glsen.org/educate/resources/curriculum https://www.teach.lgbt/ Teaching LGBTQ-Themed Literature in English Language Art Classrooms</p>

- [QuickBase](#)
- [FAIRYTALES 2019/20](#) (plotting resources)
- Theme
 - [Interactive Notebook Examples and Templates](#)
- Annotation using the ICE method
 - [ICE Explanation](#)
 - [Song](#)
- Performance task entered to IANB (This is connected to the types of writing/speaking as indicated in the standards. Informational or literary.)

Text: “The Scarlet Ibis”

- Vocabulary (context clues, use skills media)
- Symbolism (IANB, Notes)
- Dialogue
 - Repetition, Interruption Tags, Action
 - [6 Tips for Writing Believable and Compelling Dialogue](#)
 - Writing Dialogue and Practice entered to IANB
- Hook (IANB)
- MLA Formatting (IANB)
 - [MLA Format: Everything You Need to Know Here](#)
 - [Format & Generate - APA, MLA, & Chicago](#)

Text: ["Turning disability into ability by Liam Malone \(TEDxAuckland\)"](#)

- Review Thesis/Supporting Evidence using video

Optional Additional Texts:
“The Censor” IANB

[Breaking Down the Last Taboo: LGBT Young Adult Literature goodreads: YA Short Stories and Collections with LGBT Themes](#)
[Six queer short stories you should read right now](#)
[20 QUEER AUTHORS FROM HISTORY WHO YOU NEED TO KNOW](#)
[43 books about LGBTQ life, culture, history, and politics everyone should read](#)

FIGURATIVE LANGUAGE

<http://blog.flocabulary.com/juxtaposition/>
<https://www.youtube.com/watch?v=ls00WrpTp88>
<https://www.youtube.com/watch?v=420F7adf-0E&list=PLUhgYivFwYuf3njyx9Pph4hshP29AAXSx&index=2>
<https://www.youtube.com/watch?v=R9wiqH3qcUU> (QUICK REVIEW)

PLOT

<https://www.youtube.com/watch?v=SvFB6XVbSAY>
<https://www.youtube.com/watch?v=8yzY6buMflo&t=8s>
<https://www.youtube.com/watch?v=PL00BybFu2I>
<https://www.youtube.com/watch?v=WH5jlkK4aUI>
<https://www.youtube.com/watch?v=I0B5lpJ7znM> (FRESHMEN)
https://www.youtube.com/watch?v=Ty1A7N_typc (JUNIOR SENIOR)

THEME

https://www.youtube.com/results?search_query=birds+pixar+short+film (FRESHMAN)
<https://www.youtube.com/watch?v=9H6GCe7hmmA&t=314s> (FOR THE TEACHER)

- Idioms IANB **SKILLS** TEACHING WITH MEDIA [YouTube](#)
- Irony IANB Situational, Verbal, Dramatic
- **SKILLS** TEACHING WITH MEDIA [YouTube](#)

Resources for writing:

- [Teacher Resource Guides on English Language Arts Topics](#)
- [Graphic Organizers](#)
- [How to Write Dialogue: Master List of Dialogue Punctuation & Tips](#)

<https://www.youtube.com/watch?v=RecVd-6g-IY>

INFERENCE

<https://www.youtube.com/watch?v=acZzllpIYZ4>
<https://www.youtube.com/watch?v=Mlt3ggXQ7l8>
<https://www.youtube.com/watch?v=to30AJm2epQ>

IMAGERY

<https://www.youtube.com/watch?v=eoNl1Ue5ZtQ>
<https://www.youtube.com/watch?v=r6OkICdzoek>

SYMBOLISM <https://www.youtube.com/watch?v=8Vwek28P9Gk>

<https://www.youtube.com/watch?v=pEflcz8epmE>
<https://www.youtube.com/watch?v=8Vwek28P9Gk>

PUNCTUATION OF DIALOGUE

<https://www.youtube.com/watch?v=dWSfn9oPnJg>
<https://www.youtube.com/watch?v=jahkjMYVphU>
https://www.youtube.com/watch?v=uYoX_Qyknao

TONE AND MOOD

<https://www.youtube.com/watch?v=rZKQXL03fx8>
https://www.youtube.com/watch?v=Ty1A7N_type
https://www.youtube.com/watch?v=SQq7XZ_Im34&t=2s (MOOD)
<https://www.youtube.com/watch?v=0riOHkJN3P0>

CONNOTATION /DENOTATION

<https://www.youtube.com/watch?v=LMAhLe5Tia0>
<https://www.youtube.com/watch?v=hwxKSxS4hqs>
<https://www.youtube.com/watch?v=h4XsgQCX7Hg&t=64s>

CONTEXT CLUES

<https://www.youtube.com/watch?v=b75vli9XF6o> (FRESHMAN)

<https://www.youtube.com/watch?v=IaDfmjs2sWI> (FRESHMAN)

<https://www.youtube.com/watch?v=Bf2biFNIItfl>

<https://www.youtube.com/watch?v=6spWj7OI3x0>

https://www.youtube.com/watch?v=73p_oKEYqTQ

SUSPENSE

<https://www.youtube.com/watch?v=LI3spJZVUDw>

<https://www.youtube.com/watch?v=RTtQCw8qE-I>

(JUNIOR/SENIOR)

IDIOMS

<https://www.youtube.com/watch?v=XbW7PTwUnVw>

<https://www.youtube.com/watch?v=J5EnWYEX4To>

POINT OF VIEW

https://www.youtube.com/watch?v=CN9e_zg11vM

<https://www.youtube.com/watch?v=1IWNAtiru90>

<https://www.youtube.com/watch?v=SKi56cPUSFk> (JUNIOR/

SENIOR)

IRONY

https://www.youtube.com/watch?v=tgg6RO8c_W0 (SITUATIONAL)

<https://www.youtube.com/watch?v=IiR-bnCHIYo> (VERBAL)

<https://www.youtube.com/watch?v=RZFYuX84n1U> (DRAMATIC)

RHETORIC

<https://www.youtube.com/watch?v=gf81d0YS58E>

<https://www.youtube.com/watch?v=3klMM9BkW5o> (HONORS)
<https://www.youtube.com/watch?v=y5z3zWJlthI> (HONORS)

RHETORICAL QUESTION

<https://www.youtube.com/watch?v=noBFVxBTV7Q>
<https://www.youtube.com/watch?v=sdgdVVuHaxI> (FUNNY
EXAMPLE)

<https://www.youtube.com/watch?v=GKnS8y5XaXA> (FUNNY
EXAMPLE)

<https://www.youtube.com/watch?v=pcWOpSuIkbw> (FUNNY
EXAMPLE)

PARALLELISM

https://www.youtube.com/watch?v=RqUo9R1qX_M

CHARACTERIZATION

<https://www.youtube.com/watch?v=IRW6yVOHCOc>
<https://www.youtube.com/watch?v=HCshdu8loDo>

JUXTAPOSITION

https://www.youtube.com/watch?v=nO_crzYmpxo

ARGUMENT

<https://www.youtube.com/watch?v=5ZFIL-A6r08&t=9s>
<https://www.youtube.com/watch?v=5-tOeh8n8yQ> (CLAIM)
<https://www.youtube.com/watch?v=-lzGy5gizKg> (WRITING)
<https://www.youtube.com/watch?v=qsKUoZdH56w> (REBUTTAL)
<https://www.youtube.com/watch?v=4dGzbrxx8I>(REBUTTAL)

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)

- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations

- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

- 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.
 - D. 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.
 - E. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
 - F. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Domain

- 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.
- 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.
- 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).
- 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).

Writing Domain

- 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.
 - G. 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.
 - H. 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.
 - I. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - J. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - K. 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.
 - L. 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.

Speaking & Listening Domain

- 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.
 - E. 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.
 - F. 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.
 - G. 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.
 - H. 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.

Supporting and Additional Standards

Language Domain

- L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - F. Use parallel structure.
 - G. 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.
 - H. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - I. Use a colon to introduce a list or quotation.
 - J. Recognize spelling conventions.
- 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.

- F. 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.
 - G. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 - H. 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).
 - I. 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.
 - J. 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.
 - D. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - E. Analyze nuances in the meaning of words with similar denotations.
 - F. 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).
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Reading Domain

- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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).
- 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.
- 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.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.

Writing Domain

- 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.
 - F. 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.
 - G. 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.
 - H. 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.

- I. 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.
 - J. Provide a concluding paragraph or section that supports the argument presented.
 - 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.
 - F. 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.
 - G. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - H. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - I. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - J. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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Speaking & Listening Domain

- 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 Standards

Social Studies

- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

Science

- Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. (HS-PS4-3)

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2 Design Thinking

- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Career Readiness, Life Literacies, & Key Skills

9.4 Life Literacies & Key Skills

- 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.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Evidence of Student Learning

Formative Assessments

Participation/Observations
Questioning
Running Records
Discussion Circles
Turn and Talks

Alternate Assessments

Teacher-created project-based assessment
Alternate Running Records
Discussion Circles
Turn and Talks

<p>Anecdotal Notes Reading/Writing Checklist Demonstration of Learning (Exit Slips) Graphic Organizers/Thinking Maps Response Logs Reading Response Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Isation Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> Isation Screening Final Writing Drafts</p>	
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i> Essential Questions Reading (Literature & Informational):</p>	<p><i>Students will be able to....</i> Reading (Literature & Informational):</p> <ul style="list-style-type: none"> Analyze elements of a “good” story.

- Why is it important for people and cultures to construct narratives about their experience?
- How do authors use the resources of language to impact an audience?
- What are the elements of a "good" story?
- Can literature serve as a vehicle for social change?
- How are belief-systems represented and reproduced through literature?
- How does the study of literature help individuals construct an understanding of reality?
- Are there universal themes in literature that are of interest or concern to all cultures and societies?
- How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used for this course?
- Whose voice is missing from any of the course's texts, visual/media representations, and materials used for this course? Why?
- Why is it important to evaluate literature through different lenses?

Speaking and Listening:

- How does the choice of words affect the message?

Writing:

- Are we governed by fate or free will?
- Why is it imperative to understand the terminology related to writing and reading plays?
- What are the essential features of an effective drama and/ or dramatic performance?
- How does drama differ from other literary genres?
- What is justice?
- What do readers do when they do not understand everything in

- Analyze how literature can serve as a vehicle for social change.
- Determine how the study of literature helps individuals construct an understanding of reality.

Speaking and Listening:

- Determine the choice of words and the effect they have on the message of a speech, drama, or radio play.

Writing:

- Determine the essential features of a drama and/or dramatic performance.

a text?	
Instructional Plan	
Suggested Activities/Routines	Resources
<p>General Practice: Cornell notes (interactive notebook) **IANB Cornell Note Taking System Literary Cues Chart (* for each new text in interactive notebook)</p> <hr/> <p>Text: Excerpts from <i>To Kill a Mockingbird</i> paired with excerpts/viewing of <i>Just Mercy</i> Concepts: Characterization, Diction, Dialect</p> <ul style="list-style-type: none"> ● Era Envelope for TKAM with informational texts, graphic organizer: <ul style="list-style-type: none"> ○ Scottsborough Boys ○ The Great Depression ○ Southern Ladies ○ Jim Crow Laws ○ Harper Lee ○ Great Depression ○ The Psychology of Mob Mentality and Violence ○ Strange Fruit song <ul style="list-style-type: none"> ■ Highlight annotate poem for imagery/vocabulary ■ Strange Fruit Interview/Images ● Literary Cues Chart ● Enter Performance task IANB (when completed use ICE method) ● TKAM: trailer 	<p>Reading: Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher www.epicbooks.com www.readinga-z.com www.connected.mcgraw-hill.com</p> <p>Writing: The Writing Strategies Book, Jennifer Serravallo www.connected.mcgraw-hill.com</p> <p>SKILLS TEACHING WITH MEDIA YouTube</p> <p>LGBTQ+ https://www.glsen.org/educate/resources/curriculum https://www.teach.lgbt/ Teaching LGBTQ-Themed Literature in English Language Art Classrooms Breaking Down the Last Taboo: LGBT Young Adult Literature goodreads: YA Short Stories and Collections with LGBT Themes Six queer short stories you should read right now</p>

- [JM: trailer](#)

Skills:

Characterization IANB direct/indirect

Discuss gender nonconformity of Scout*

SKILLS TEACHING WITH MEDIA [YouTube](#)

- Create character chart with 3 pieces of cited evidence for direct and 3 for indirect throughout novel (MLA)
- Shared and annotated close reading of novel

Diction Dialect IANB

SKILLS TEACHING WITH MEDIA [YouTube](#)

Tone/ Mood IANB

SKILLS TEACHING WITH MEDIA [YouTube](#)

Suspense IANB

SKILLS TEACHING WITH MEDIA [YouTube](#)

Argument IANB

Thesis IANB

Point of View IANB

Socratic Seminar - comparing TKAM/JM texts:

[Teaching Strategy: Socratic Seminar](#)

[Teaching Toolbox / Socratic Seminar](#)

[Socratic Questioning: 30 Thought-Provoking Questions to Ask Your Students | InformED](#)

Texts:

- “I Have a Dream” by Dr. Martin Luther King Jr. (textbook)
 - Give overview of Civil Rights movement, discuss intersectionality with LGBTQ+ Rights movement (Bayard Rustin involved in both)*
- “A Eulogy for Dr. Martin Luther King Jr.” by Robert. F

20 QUEER AUTHORS FROM HISTORY WHO YOU NEED TO KNOW

43 books about LGBTQ life, culture, history, and politics everyone should read

FIGURATIVE LANGUAGE

<http://blog.flocabulary.com/juxtaposition/https://www.youtube.com/watch?v=ls00WrpTp88>

<https://www.youtube.com/watch?v=420F7adf-0E&list=PLUhgivFwYuf3njyx9Pph4hshP29AAXSx&index=2>

<https://www.youtube.com/watch?v=R9wiqH3qcUU> (QUICK REVIEW)

PLOT

<https://www.youtube.com/watch?v=SvFB6XVbSAY>

<https://www.youtube.com/watch?v=8yzY6buMflo&t=8s>

<https://www.youtube.com/watch?v=PL00BybFu2I>

<https://www.youtube.com/watch?v=WH5jlkK4aUI>

<https://www.youtube.com/watch?v=l0B5lpJ7znM> (FRESHMEN)

https://www.youtube.com/watch?v=Ty1A7N_tyc (JUNIOR SENIOR)

THEME

https://www.youtube.com/results?search_query=birds+pixar+short+film (FRESHMAN)

<https://www.youtube.com/watch?v=9H6GCe7hmmA&t=314s> (FOR THE TEACHER)

<https://www.youtube.com/watch?v=RecVd-6g-IY>

INFERENCE

Kennedy (close reader)

- “March on Washington Anniversary Speech” by President Barack Obama (excerpt)

Concepts: Argument Writing - write essay using excerpts from two speeches

Complete Performance task using graphic organizer and notes on argument

- **Writing:**
 - [Teacher Resource Guides on English Language Arts Topics](#)
 - [Graphic Organizers](#)
- **Argument**
 - [Argument Writing](#)
 - [Developing Evidence-Based Arguments from Texts](#)
- **Thesis**
 - [Thesis Generator](#)

<https://www.youtube.com/watch?v=acZzllpIYz4>
<https://www.youtube.com/watch?v=Mlt3ggXO7l8>
<https://www.youtube.com/watch?v=to30AJm2epQ>

IMAGERY

<https://www.youtube.com/watch?v=eoN11Ue5ZtQ>
<https://www.youtube.com/watch?v=r6OkICdzook>

SYMBOLISM <https://www.youtube.com/watch?v=8Vwek28P9Gk>
<https://www.youtube.com/watch?v=pEflcz8epmE>
<https://www.youtube.com/watch?v=8Vwek28P9Gk>

PUNCTUATION OF DIALOGUE

<https://www.youtube.com/watch?v=dWSfn9oPnJg>
<https://www.youtube.com/watch?v=jahkjMYVphU>
https://www.youtube.com/watch?v=uYoX_Oyknao

TONE AND MOOD

<https://www.youtube.com/watch?v=rZKQXL03fx8>
https://www.youtube.com/watch?v=Ty1A7N_type
https://www.youtube.com/watch?v=SQq7XZ_Im34&t=2s (MOOD)
<https://www.youtube.com/watch?v=0riOHkJN3P0>

CONNOTATION /DENOTATION

<https://www.youtube.com/watch?v=LMAhLe5Tia0>
<https://www.youtube.com/watch?v=hwxKSxS4hqs>
<https://www.youtube.com/watch?v=h4XsgQCX7Hg&t=64s>

CONTEXT CLUES

<https://www.youtube.com/watch?v=b75vli9XF6o> (FRESHMAN)

<https://www.youtube.com/watch?v=laDfmjs2sWI> (FRESHMAN)

<https://www.youtube.com/watch?v=Bf2biFNltfI>

<https://www.youtube.com/watch?v=6spWj7OI3x0>

https://www.youtube.com/watch?v=73p_oKEYqTO

SUSPENSE

<https://www.youtube.com/watch?v=LI3spJZVUDw>

<https://www.youtube.com/watch?v=RTtOCw8qE-I>

(JUNIOR/SENIOR)

IDIOMS

<https://www.youtube.com/watch?v=XbW7PTwUnVw>

<https://www.youtube.com/watch?v=J5EnWYEX4To>

POINT OF VIEW

https://www.youtube.com/watch?v=CN9e_zg11vM

<https://www.youtube.com/watch?v=11WNAtiru90>

<https://www.youtube.com/watch?v=SKi56cPUSFk> (JUNIOR/

SENIOR)

IRONY

https://www.youtube.com/watch?v=tqg6RO8c_W0 (SITUATIONAL)

<https://www.youtube.com/watch?v=liR-bnCHIYo> (VERBAL)

<https://www.youtube.com/watch?v=RZFYuX84n1U> (DRAMATIC)

RHETORIC

<https://www.youtube.com/watch?v=gf81d0YS58E>

<https://www.youtube.com/watch?v=3klMM9BkW5o> (HONORS)

<https://www.youtube.com/watch?v=y5z3zWJIthI> (HONORS)

RHETORICAL QUESTION

<https://www.youtube.com/watch?v=noBFVxBTV7Q>

<https://www.youtube.com/watch?v=sdgdVVuHaxI> (FUNNY EXAMPLE)

<https://www.youtube.com/watch?v=GKnS8y5XaXA> (FUNNY EXAMPLE)

<https://www.youtube.com/watch?v=pcWOpSulkbw> (FUNNY EXAMPLE)

PARALLELISM

https://www.youtube.com/watch?v=RqUo9R1qX_M

CHARACTERIZATION

<https://www.youtube.com/watch?v=IRW6yVOHCOc>

<https://www.youtube.com/watch?v=HCshdu8loDo>

JUXTAPOSITION

https://www.youtube.com/watch?v=nO_crzYmpxo

ARGUMENT

<https://www.youtube.com/watch?v=5ZFIL-A6r08&t=9s>

<https://www.youtube.com/watch?v=5-tOeh8n8yQ> (CLAIM)

<https://www.youtube.com/watch?v=-lzGy5gizKg> (WRITING)

<https://www.youtube.com/watch?v=qsKUoZdH56w> (REBUTTAL)

<https://www.youtube.com/watch?v=4dGzbrxx8I>(REBUTTAL)

Suggested Options for Differentiation

English Language Learners

- Visuals

- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating

- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text

- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies

- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

- 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.
 - K. 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.
 - L. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 - M. 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).
 - N. 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.
 - O. 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).

Reading Domain

- 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.
- 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).
- 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.

Writing Domain

- 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.
 - K. 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.
 - L. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - M. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - N. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - O. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
 - W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - W.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.
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Speaking & Listening Domain

- 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.

Supporting and Additional Standards

Language Domain

- L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - K. Use parallel structure.
 - L. 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.
 - M. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - N. Use a colon to introduce a list or quotation.
 - O. 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.
 - G. 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.
 - H. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
 - I. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
 - G. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - H. Analyze nuances in the meaning of words with similar denotations.
 - I. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a

newspaper).

Reading Domain

- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RI.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.
- 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.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.
-

Writing Domain

- 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.
 - K. 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.
 - L. 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.
 - M. 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.
 - N. 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.
 - O. Provide a concluding paragraph or section that supports the argument presented.
- W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - M. 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.
 - N. 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.
 - O. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - P. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Q. 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.

R. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- 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).

Speaking & Listening Domain

- 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.
 - I. 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.
 - J. 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.
 - K. 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.
 - L. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.UM.9–10.5. 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 Standards

Social Studies

- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

Science

- Ask questions that arise from examining models or a theory to clarify relationships. (HS-LS3-1)

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2 Design Thinking

- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Career Readiness, Life Literacies, & Key Skills

9.4 Life Literacies & Key Skills

- 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.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Evidence of Student Learning

Formative Assessments

Participation/Observations
 Questioning
 Running Records
 Discussion Circles
 Turn and Talks
 Anecdotal Notes

Alternate Assessments

Teacher-created project-based assessment
 Alternate Running Records
 Discussion Circles
 Turn and Talks

<p>Reading/Writing Checklist Demonstration of Learning (Exit Slips) Graphic Organizers/Thinking Maps Response Logs Reading Response Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Isation Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> Istation Screening Final Writing Drafts</p>	
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i> Essential Questions</p> <p>Reading (Literature & Informational):</p> <ul style="list-style-type: none"> • Why is it important for people and cultures to construct 	<p><i>Students will be able to....</i> Objectives</p> <p>Reading (Literature & Informational):</p> <ul style="list-style-type: none"> • Analyze how literature can serve as a vehicle for social

narratives about their experience?

- How do authors use the resources of language to impact an audience?
- What are the elements of a "good" story?
- Can literature serve as a vehicle for social change?
- How are belief-systems represented and reproduced through literature?
- How does the study of literature help individuals construct an understanding of reality?
- Are there universal themes in literature that are of interest or concern to all cultures and societies?
- How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used for this course?
- Whose voice is missing from any of the course's texts, visual/media representations, and materials used for this course? Why?
- Why is it important to evaluate literature through different lenses?

Speaking and Listening:

- How does the choice of words affect the message?
- How might an author's choices when delivering a visual or oral text affect the experience for a reader? Why might an author make those choices?
- How might an actor's portrayal of a dramatic text affect the meaning imparted on the viewer?

Writing:

- How does an author use inferences to help a reader understand subtext and meaning?
- How does social justice influence literature?
- Why might individuals choose literature as a way to process

change.

- Determine how the study of literature helps individuals construct an understanding of reality.
- Analyze how both physical and temporal setting affect a text.
- Identify whose voice is represented in a text and whose voice is missing. Discuss the choices an author makes when choosing who to represent in a text.
- Examine how characters are constructed in a text and how it affects their relationships with others.

Speaking and Listening:

- Determine the choice of words and the effect they have on the message of a speech, drama, or radio play.
- Analyze how oral delivery of a speech can change the message and the effects on the reader.
- Identify a speaker's thesis and supporting evidence when viewing a visual text.
- Analyze how a speaker uses rhetorical devices to convey meaning to an audience.
- Participate in a socratic seminar discussing higher-order questions about multiple texts while being able to convey a viewpoint supported by evidence.

Writing:

- Construct a multi-paragraph essay to compare portrayal of love in two different texts.
- Prepare and discuss responses to questions about multiple texts with supporting evidence.
- Write well-constructed paragraphs using a thesis statement and supporting evidence to support a claim.
- Utilize MLA formatting when citing sources in a literary analysis or research synthesis task.

<p>social justice and grief?</p> <ul style="list-style-type: none"> • What is justice? • What do readers do when they do not understand everything in a text? • How does a reader craft a thesis and find supporting evidence? • How do different types of writing accomplish different goals (i.e. informational versus fiction, etc)? 	
Instructional Plan	
Suggested Activities/Routines	Resources
<p>General Practice: Cornell notes (interactive notebook) **IANB Cornell Note Taking System Literary Cues Chart (* for each new text in interactive notebook)</p> <hr/> <p>Texts: Introduce concept of love forbidden by law/social norms/prejudice/etc.</p> <ul style="list-style-type: none"> • Excerpts from Supreme Court decisions - <u>Loving v. Virginia</u> (interracial marriage), <u>Obergefell*</u>, excerpt from <i>Born a Crime</i> by Trevor Noah (concept of being born of crime from biracial parents during Apartheid) <hr/> <p>Text: Excerpts from <i>Romeo and Juliet</i> (side by side reading with “No Fear” version)</p> <ul style="list-style-type: none"> • Literary Cues Chart • Performance task 	<p>Reading: Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher www.epicbooks.com www.readinga-z.com www.connected.mcgraw-hill.com</p> <p>Writing: The Writing Strategies Book, Jennifer Serravallo www.connected.mcgraw-hill.com</p> <p>SKILLS TEACHING WITH MEDIA YouTube</p> <p>LGBTQ+ https://www.glsen.org/educate/resources/curriculum https://www.teach.lgbt/</p>

- **Introduce Language of Early Modern English**
 - Selected quotes from play interpreted in *Carousel* format
 - [Shakespeare Insult Kit](#)
 - [Shakespearean Insulter](#)
 - [4 Shakespeare Activities for High School Students to Use at Home](#)
 - [Shakespeare's Words.com](#)
 - "Love's Vocabulary" Diane Ackerman (Collections Close Reader, with text dependent questions page 170)
- **Introduce Early Modern Era using Shakespeare Stations Activity**

Skills:

- Review Figurative Language IANB
- **SKILLS TEACHING WITH MEDIA** [YouTube](#)
- [Drama Terms](#) IANB
- Elements of a tragedy
 - [Definition and Characteristics of Shakespearean Tragedy](#)

Activities:

- Shared reading/viewing Prologue / annotation and questions
- Performance of selected scenes with props and costumes
- Reading in multimedia formats: Graphic novel, comicbook, and summaries
- Write narrative from another character's perspective
- Examine possibility of Mercutio as a queer character*

Text: *Aristotle and Dante Discover the Secrets of the Universe* by Benjamin Alire Sáenz*

[Teaching LGBTQ-Themed Literature in English Language Art Classrooms](#)
[Breaking Down the Last Taboo: LGBT Young Adult Literature](#)
[goodreads: YA Short Stories and Collections with LGBT Themes](#)
[Six queer short stories you should read right now](#)
[20 QUEER AUTHORS FROM HISTORY WHO YOU NEED TO KNOW](#)
[43 books about LGBTQ life, culture, history, and politics everyone should read](#)

FIGURATIVE LANGUAGE

<http://blog.flocabulary.com/juxtaposition/https://www.youtube.com/watch?v=ls00WrpTp88>
<https://www.youtube.com/watch?v=420F7adf-0E&list=PLUhgivFwYuf3njyx9Pph4hshP29AAXSx&index=2>
<https://www.youtube.com/watch?v=R9wiqH3qcUU> (QUICK REVIEW)

PLOT

<https://www.youtube.com/watch?v=SvFB6XVbSAY>
<https://www.youtube.com/watch?v=8yzY6buMflo&t=8s>
<https://www.youtube.com/watch?v=PL00BybFu2I>
<https://www.youtube.com/watch?v=WH5jlkK4aUI>
<https://www.youtube.com/watch?v=I0B5lpJ7znM> (FRESHMEN)
https://www.youtube.com/watch?v=Ty1A7N_typc (JUNIOR SENIOR)

THEME

https://www.youtube.com/results?search_query=birds+pixar+short+film (FRESHMAN)

- Introduce Era (1980s), expectations on men/toxic masculinity, gay rights movement/hate crimes on LGBTQ+
- Characterization of Aristotle and Dante
- Discussions on toxic masculinity
 - Optional: Clip from *The Mask You Live In* (documentary), other interviews/videos
- Discussion on trauma and its effects (Ari's brother in prison, the attack on Dante)
- Discussion on hate crimes: parallel between Ari's brother's crime vs. attack on Dante

Socratic Seminar: Compare challenges facing Romeo and Juliet / Aristotle and Dante

Writing:

- [Teacher Resource Guides on English Language Arts Topics](#)
- [Graphic Organizers](#)
- Peer review
- [Editing and Proofreading Worksheets](#)

<https://www.youtube.com/watch?v=9H6GCe7hmmA&t=314s> (FOR THE TEACHER)

<https://www.youtube.com/watch?v=RecVd-6g-IY>

INFERENCE

<https://www.youtube.com/watch?v=acZzllpIYZ4>

<https://www.youtube.com/watch?v=Mlt3ggXQ7l8>

<https://www.youtube.com/watch?v=to30AJm2epO>

IMAGERY

<https://www.youtube.com/watch?v=eoNl1Ue5ZtQ>

<https://www.youtube.com/watch?v=r6OkICdzook>

SYMBOLISM <https://www.youtube.com/watch?v=8Vwek28P9Gk>

<https://www.youtube.com/watch?v=pEflcz8epmE>

<https://www.youtube.com/watch?v=8Vwek28P9Gk>

PUNCTUATION OF DIALOGUE

<https://www.youtube.com/watch?v=dWSfn9oPnJg>

<https://www.youtube.com/watch?v=jahkjMYVphU>

https://www.youtube.com/watch?v=uYoX_Qyknao

TONE AND MOOD

<https://www.youtube.com/watch?v=rZKQXL03fx8>

https://www.youtube.com/watch?v=Ty1A7N_typc

https://www.youtube.com/watch?v=SQq7XZ_Im34&t=2s (MOOD)

<https://www.youtube.com/watch?v=0riOHkJN3P0>

CONNOTATION /DENOTATION

<https://www.youtube.com/watch?v=LMAhLe5Tia0>

<https://www.youtube.com/watch?v=hwxKSxS4hqs>
<https://www.youtube.com/watch?v=h4XsgQCX7Hg&t=64s>

CONTEXT CLUES

<https://www.youtube.com/watch?v=b75vli9XF6o> (FRESHMAN)
<https://www.youtube.com/watch?v=IaDfmjs2sWI> (FRESHMAN)
<https://www.youtube.com/watch?v=Bf2biFNIIfI>
<https://www.youtube.com/watch?v=6spWj7OI3x0>
https://www.youtube.com/watch?v=73p_oKEYqTQ

SUSPENSE

<https://www.youtube.com/watch?v=LI3spJZVUDw>
<https://www.youtube.com/watch?v=RTtOCw8qE-I>
(JUNIOR/SENIOR)

IDIOMS

<https://www.youtube.com/watch?v=XbW7PTwUnVw>
<https://www.youtube.com/watch?v=J5EnWYEX4To>

POINT OF VIEW

https://www.youtube.com/watch?v=CN9e_zg11vM
<https://www.youtube.com/watch?v=1IWNAtiru90>
<https://www.youtube.com/watch?v=SKi56cPUSFk> (JUNIOR/
SENIOR)

IRONY

https://www.youtube.com/watch?v=tgg6RO8c_W0 (SITUATIONAL)
<https://www.youtube.com/watch?v=IiR-bnCHIYo> (VERBAL)
<https://www.youtube.com/watch?v=RZFYuX84n1U> (DRAMATIC)

RHETORIC

<https://www.youtube.com/watch?v=gf81d0YS58E>

<https://www.youtube.com/watch?v=3klMM9BkW5o> (HONORS)

<https://www.youtube.com/watch?v=y5z3zWJlthI> (HONORS)

RHETORICAL QUESTION

<https://www.youtube.com/watch?v=noBFVxBTV7Q>

<https://www.youtube.com/watch?v=sdgdVVuHaxI> (FUNNY
EXAMPLE)

<https://www.youtube.com/watch?v=GKnS8y5XaXA> (FUNNY
EXAMPLE)

<https://www.youtube.com/watch?v=pcWOpSuIkbw> (FUNNY
EXAMPLE)

PARALLELISM

https://www.youtube.com/watch?v=RqUo9R1qX_M

CHARACTERIZATION

<https://www.youtube.com/watch?v=IRW6yVOHCOc>

<https://www.youtube.com/watch?v=HCshdu8loDo>

JUXTAPOSITION

https://www.youtube.com/watch?v=nO_crzYmpxo

ARGUMENT

<https://www.youtube.com/watch?v=5ZFIL-A6r08&t=9s>

<https://www.youtube.com/watch?v=5-tOeh8n8yQ> (CLAIM)

<https://www.youtube.com/watch?v=-lzGy5gizKg> (WRITING)

<https://www.youtube.com/watch?v=qsKUoZdH56w> (REBUTTAL)

<https://www.youtube.com/watch?v=4dGzbrxx8I>(REBUTTAL)

Suggested Options for Differentiation	
<p>English Language Learners</p> <ul style="list-style-type: none">● Visuals● Gesturing● Miming and roleplaying● Use of realia and manipulatives● Simplified language/teacher talk/thinking aloud● ESL Support <p><i>Strategies:</i></p> <ul style="list-style-type: none">● Personal word wall/word rings● Introducing vocabulary before lesson● Total physical response (TPR) activities (cluck, swish, etc.)● Cloze activities● Teacher modeling● Pattern sentences (speak and/or writing)● Choral chanting● Small group instruction/cooperative learning● Active Engagement using visual, auditory, kinesthetic tactile activities● Allowing for additional wait time for student responses during conversations● Scaffolding questions and instructional language● Allowing for students to show uses gestures if not yet able to produce oral language● Modeled and shared writing activities● Providing a student buddy <p>Special Education</p> <ul style="list-style-type: none">● Work longer books as skills in reading increase● Use visuals● Introduce key vocabulary before lesson	

- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group

- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum

- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

- L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
 - J. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - K. Analyze nuances in the meaning of words with similar denotations.
 - L. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Reading Domain

- 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.
- 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.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.

Writing Domain

- 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.
-

Speaking & Listening Domain

- 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.
 - M. 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.
 - N. 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.
 - O. 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.

P. 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.

Supporting and Additional Standards

Language Domain

- L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - P. Use parallel structure.
 - Q. 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.
 - R. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - S. Use a colon to introduce a list or quotation.
 - T. 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.
 - J. 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.
 - K. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
 - L. 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.
 - P. 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.
 - Q. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 - R. 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).
 - S. 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.
 - T. 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).
-

Reading Domain

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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).
 - 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).
 - 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.
 - 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.
 - 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).
-

Writing Domain

- 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.
 - P. 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.
 - Q. 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.
 - R. 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.
 - S. 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.
 - T. Provide a concluding paragraph or section that supports the argument presented.
- W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - S. 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.

- T. 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.
- U. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- V. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- W. 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.
- X. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - P. 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.
 - Q. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - R. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - S. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - T. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Speaking & Listening Domain

- N/A

Interdisciplinary Standards

Social Studies

- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

Science

- Evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design. (HS-PS4-2)
- Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. (HS-PS4-3)
- Ask questions that arise from examining models or a theory to clarify relationships. (HS-LS3-1)

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2 Design Thinking

- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Career Readiness, Life Literacies, & Key Skills

9.4 Life Literacies & Key Skills

- 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.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Evidence of Student Learning

Formative Assessments

Participation/Observations
Questioning
Running Records

Alternate Assessments

Teacher-created project-based assessment
Alternate Running Records
Discussion Circles

<p>Discussion Circles Turn and Talks Anecdotal Notes Reading/Writing Checklist Demonstration of Learning (Exit Slips) Graphic Organizers/Thinking Maps Response Logs Reading Response Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Isation Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> Isation Screening Final Writing Drafts</p>	<p>Turn and Talks</p>
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i> Essential Questions</p>	<p><i>Students will be able to....</i> Objectives</p>

Reading (Literature & Informational):

- Why is it important for people and cultures to construct narratives about their experience?
- How do authors use the resources of language to impact an audience?
- What are the elements of a "good" story?
- Can literature serve as a vehicle for social change?
- How are belief-systems represented and reproduced through literature?
- How does the study of literature help individuals construct an understanding of reality?
- Are there universal themes in literature that are of interest or concern to all cultures and societies?
- How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used for this course?
- Whose voice is missing from any of the course's texts, visual/media representations, and materials used for this course? Why?
- Why should readers consider an LGBTQIA+ perspective?
- Why is it important to evaluate literature through different lenses?

Speaking and Listening:

- How does the choice of words affect the message?
- How might an author's choices when delivering a visual or oral text affect the experience for a reader? Why might an author make those choices?

Writing:

- How does an author use inferences to help a reader understand subtext and meaning?

Reading (Literature & Informational):

- Analyze why representation is important in literature, and what purpose it may serve.
- Identify whose voice is represented in a text and whose voice is missing. Discuss the choices an author makes when choosing who to represent in a text.
- Analyze how literature can serve as a vehicle for social change.
- Determine how the study of literature helps individuals construct an understanding of reality.
- Use context clues to determine the meaning of unfamiliar words.
- Compare how a historical source can inform a literary interpretation.

Speaking and Listening:

- Determine the choice of words and the effect they have on the message of a speech, drama, or radio play.
- Analyze how oral delivery of a poem can change the message and the effects on the reader.
- Identify a speaker's thesis and supporting evidence when viewing a visual text.

Writing:

- Construct a paragraph identifying inferred information from text with examples of evidence.
- Cite and discuss evidence to support a claim.
- Learn to identify and write thesis statements and find supporting evidence.

- How does social justice influence literature?
- Why might individuals choose literature as a way to process social justice and grief?
- What is justice?
- What do readers do when they do not understand everything in a text?
- How does a reader craft a thesis and find supporting evidence?

Instructional Plan

Suggested Activities/Routines

General Practice:

Cornell notes (interactive notebook) **IANB

[Cornell Note Taking System](#)

Literary Cues Chart (* for each new text in interactive notebook)

Text: Excerpt from *Percy Jackson and the Olympians: The Lightning Thief*[^]

- Discussion of portrayal of ADHD/dyslexia
- Rick Riordan on why he chose to portray a dyslexic/ADHD hero: [The Learning-Disabled Hero](#)
- [What Percy Jackson and the Olympians Can Teach Us about ADHD](#)
- Performance Task: practice arguing a claim using evidence in short response essay

Text: “Tamara’s Opus” by Joshua Bennett[^]

- Discussion of Bennett’s performance of the poem, use of sign language, volume, pitch, tempo, etc.

Resources

Reading:

Unit Lesson Guides

Exploring Story Structure and Point of View Anchor Lessons

The Reading Strategies Book, Jennifer Serravallo

Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher

www.epicbooks.com

www.readinga-z.com

www.connected.mcgraw-hill.com

Writing:

The Writing Strategies Book, Jennifer Serravallo

www.connected.mcgraw-hill.com

SKILLS TEACHING WITH MEDIA [YouTube](#)

LGBTQ+

<https://www.glsen.org/educate/resources/curriculum>

<https://www.teach.lgbt/>

[Teaching LGBTQ-Themed Literature in English Language Art Classrooms](#)

- Inferences to be drawn by Bennett’s message to his sister
 - [Bennett explains “Tamara’s Opus” and the importance of talking about disability](#)
- Challenges faced by hearing impaired community, students
 - [10 Challenges Deaf Students Face in the Classroom](#)
 - [Difficulties the Hearing Impaired Face Every Day](#)

Text: “Hamilton Mixtape” by Lin-Manuel Miranda

- Pair with NYT Article re: Miranda’s choice to have diverse cast
 - Discuss criticisms of *Hamilton* - debate representation vs. romanticization of founding fathers
- Close read lyrics for vocabulary, inferences, claims/supporting evidence
- Discuss Hamilton’s possible romantic ties to John Laurens*

Text: Students choose their own text that they think represents them in some way.^* This will give students the opportunity to focus on text they see themselves in, and write about what that representation means.

Optional Texts:

- *The Five People You Meet in Heaven* by Mitch Albom
 - Shared reading, [About the Real Eddie](#)
 - Use with article: [Appendix A: Written Document Analysis Worksheet](#)
 - Bio Mitch Albom

[Breaking Down the Last Taboo: LGBT Young Adult Literature goodreads: YA Short Stories and Collections with LGBT Themes](#)
[Six queer short stories you should read right now](#)
[20 QUEER AUTHORS FROM HISTORY WHO YOU NEED TO KNOW](#)
[43 books about LGBTQ life, culture, history, and politics everyone should read](#)

FIGURATIVE LANGUAGE

<http://blog.flocabulary.com/juxtaposition/https://www.youtube.com/watch?v=ls00WrpTp88>
<https://www.youtube.com/watch?v=420F7adf-0E&list=PLUhgYivFwYuf3njyx9Pph4hshP29AAXSx&index=2>
<https://www.youtube.com/watch?v=R9wiqH3qcUU> (QUICK REVIEW)

PLOT

<https://www.youtube.com/watch?v=SvFB6XVbSAY>
<https://www.youtube.com/watch?v=8yzY6buMflo&t=8s>
<https://www.youtube.com/watch?v=PL00BybFu2I>
<https://www.youtube.com/watch?v=WH5jlkK4aUI>
<https://www.youtube.com/watch?v=I0B5lpJ7znM> (FRESHMEN)
https://www.youtube.com/watch?v=Ty1A7N_typc (JUNIOR SENIOR)

THEME

https://www.youtube.com/results?search_query=birds+pixar+short+film (FRESHMAN)
<https://www.youtube.com/watch?v=9H6GCe7hmmA&t=314s> (FOR THE TEACHER)

- [The Five People You Meet in Heaven by Mitch Albom](#) interview
- Audiobook: [The Five People You Meet In Heaven by Mitch Albom an Audio Reading](#)
- Activities:
 - Interpreting selected quotes
 - Create characterization chart with 3 MLA formatted quotes for each then identify the details that develop characters and analyze word choice that comprise a series of events or ideas.
 - Use ICE method for all questioning
 - [Writing One Sentence Summary](#)
 - [Strategy: One-Sentence Summary - Stetson and Associates](#)
 - [stetsonassociates.com › Files › one-sentence](#)
 - Journal Response entry for each person visited
 - Create front page of newspaper for the day of the accident
 - Revisit Theme page from IANB (use the notes) determine theme used by author discuss with partner
 - Flashback IANB
 - Determine the author’s purpose for the use of flashback
 - Supplemental Videos:
 - [11 yr Old Went to Heaven and Back, and Tells What He Saw!](#)
 - [Web Quest on Five People You Meet in Heaven](#)
 - Performance task Use ICE method and 3 views from the article “Encyclopedia of Myths”

<https://www.youtube.com/watch?v=RecVd-6g-IY>

INFERENCE

- <https://www.youtube.com/watch?v=acZzllpIYz4>
- <https://www.youtube.com/watch?v=Mlt3ggXQ7l8>
- <https://www.youtube.com/watch?v=to30AJm2epQ>

IMAGERY

- <https://www.youtube.com/watch?v=eoNl1Ue5ZtQ>
- <https://www.youtube.com/watch?v=r6OkICdzook>

SYMBOLISM <https://www.youtube.com/watch?v=8Vwek28P9Gk>

- <https://www.youtube.com/watch?v=pEflcz8epmE>
- <https://www.youtube.com/watch?v=8Vwek28P9Gk>

PUNCTUATION OF DIALOGUE

- <https://www.youtube.com/watch?v=dWSfn9oPnJg>
- <https://www.youtube.com/watch?v=jahkjMYVphU>
- https://www.youtube.com/watch?v=uYoX_Qyknao

TONE AND MOOD

- <https://www.youtube.com/watch?v=rZKQXL03fx8>
- https://www.youtube.com/watch?v=Ty1A7N_type
- https://www.youtube.com/watch?v=SQq7XZ_Im34&t=2s (MOOD)
- <https://www.youtube.com/watch?v=0riOHkJN3P0>

CONNOTATION /DENOTATION

- <https://www.youtube.com/watch?v=LMAhLe5Tia0>
- <https://www.youtube.com/watch?v=hwxKSxS4hqs>
- <https://www.youtube.com/watch?v=h4XsgQCX7Hg&t=64s>

Writing:

- [Teacher Resource Guides on English Language Arts Topics](#)
- [Graphic Organizers](#)
- **Peer review**
- [Editing and Proofreading Worksheets](#)

CONTEXT CLUES

- <https://www.youtube.com/watch?v=b75vli9XF6o> (FRESHMAN)
- <https://www.youtube.com/watch?v=IaDfmjs2sWI> (FRESHMAN)
- <https://www.youtube.com/watch?v=Bf2biFNItfI>
- <https://www.youtube.com/watch?v=6spWj7OI3x0>
- https://www.youtube.com/watch?v=73p_oKEYqTQ

SUSPENSE

- <https://www.youtube.com/watch?v=LI3spJZVUDw>
- <https://www.youtube.com/watch?v=RTtQCw8qE-I>
(JUNIOR/SENIOR)

IDIOMS

- <https://www.youtube.com/watch?v=XbW7PTwUnVw>
- <https://www.youtube.com/watch?v=J5EnWYEX4To>

POINT OF VIEW

- https://www.youtube.com/watch?v=CN9e_zg11vM
- <https://www.youtube.com/watch?v=1IWNAtiru90>
- <https://www.youtube.com/watch?v=SKi56cPUSFk> (JUNIOR/
SENIOR)

IRONY

- https://www.youtube.com/watch?v=tgg6RO8c_W0 (SITUATIONAL)
- <https://www.youtube.com/watch?v=IiR-bnCHIYo> (VERBAL)
- <https://www.youtube.com/watch?v=RZFYuX84n1U> (DRAMATIC)

RHETORIC

- <https://www.youtube.com/watch?v=gf81d0YS58E>

<https://www.youtube.com/watch?v=3klMM9BkW5o> (HONORS)
<https://www.youtube.com/watch?v=y5z3zWJlthI> (HONORS)

RHETORICAL QUESTION

<https://www.youtube.com/watch?v=noBFVxBTV7Q>
<https://www.youtube.com/watch?v=sdgdVVuHaxI> (FUNNY
EXAMPLE)

<https://www.youtube.com/watch?v=GKnS8y5XaXA> (FUNNY
EXAMPLE)

<https://www.youtube.com/watch?v=pcWOpSuIkbw> (FUNNY
EXAMPLE)

PARALLELISM

https://www.youtube.com/watch?v=RqUo9R1qX_M

CHARACTERIZATION

<https://www.youtube.com/watch?v=IRW6yVOHCOc>
<https://www.youtube.com/watch?v=HCshdu8loDo>

JUXTAPOSITION

https://www.youtube.com/watch?v=nO_crzYmpxo

ARGUMENT

<https://www.youtube.com/watch?v=5ZFIL-A6r08&t=9s>
<https://www.youtube.com/watch?v=5-tOeh8n8yQ> (CLAIM)
<https://www.youtube.com/watch?v=-lzGy5gizKg> (WRITING)
<https://www.youtube.com/watch?v=qsKUoZdH56w> (REBUTTAL)
<https://www.youtube.com/watch?v=4dGzbrxx8I>(REBUTTAL)

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)

- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations

- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes: