

**Original Adoption:** 2023 NJSLs English Language Arts and English as a Second Language (8-21-24); Math NJSLs Mathematics (8-21-24); 2020 NJSLs Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

**Created By:** English Language Arts Curriculum Team

**English Language Arts: Curriculum  
10th Grade**

**Content Area:** English Language Arts

<b><u>Unit I:</u></b> <ul style="list-style-type: none"><li>• Exploring Our World</li></ul>	September 07, 2025 - November 16, 2025  45 days
<b><u>Unit II:</u></b> <ul style="list-style-type: none"><li>• Ourselves &amp; Others</li></ul>	November 17, 2025 - January 31, 2026  45 days
<b><u>Unit III:</u></b> <ul style="list-style-type: none"><li>• The Politics of Ambition</li></ul>	February 01, 2026 - April 18, 2026  45 days
<b><u>Unit IV:</u></b> <ul style="list-style-type: none"><li>• Responses To Change</li></ul>	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).

## TEXTS

Safety of Numbers

Marigolds

American History

A&P

Light

My Son, My Man

Children

Copper Sun, by: Sharon Draper

A Raisin in the Sun, by: Lorraine Hansberry

The Real Cost of Cheap Fashion, by Laura Anastasia

Mills in Massachusetts: A Changing America, by Anne-Marie Reidy

Letters from Mill Girls - Part 1

A Week in the Mill” by Anonymous

Female Workers of Lowell Mill by Anonymous (Non-fiction)

Excerpts from Loom and Spindle by Harriet Hanson Robinson

## **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.

Additionally, 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.

## 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.
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### **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 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  
 Anecdotal Notes

**Alternate Assessments**

Teacher-created project-based assessment  
 Alternate Running Records  
 Discussion Circles/Socratic Seminar  
 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><b><u>Benchmark Assessments</u></b>          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><b><u>Summative Assessments</u></b>          Isation Screening          Final Writing Drafts</p>	
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><b>Essential Questions</b></p> <p><b>Reading (Literature &amp; Informational):</b></p> <ul style="list-style-type: none"> <li>• How does an author decide the most effective way to</li> </ul>	<p><b>Objectives</b></p> <p><b>Reading (Literature &amp; Informational):</b></p>

communicate his/her message?

- How can a reader apply the lessons of literary analysis to one's own life?
- How can an understanding of words from a text enhance one's knowledge in a variety of content areas?
- When conducting research, how would one decide which sources should be selected or discarded for particular topics?
- 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?

**Writing:**

- How do you use each stage of the writing process to create a more effective product?
- How can technology enhance written communication?
- How does the writer determine the most effective way to communicate information?
- How can an understanding of mechanics improve one's written product?
- To what extent does style and structure of your writing support your position?

**Speaking and Listening:**

- How is one participant in an oral discussion best able to contribute original ideas?
- When supporting a position in an oral discussion, how can one find evidence to argue for or against a specific viewpoint?
- How do specific words impact the overall message of a

- Students will understand that analytic reading involves distinguishing structural relationships, recognizing organizational patterns, and identifying literary devices in order to critically evaluate the author's purpose
- Students will understand that the language of literary texts can be applied to other content materials.
- Students will understand that all available written material should be critically evaluated for credibility and suitability of purpose.
- 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.

**Writing:**

- Students will understand that frequent and organized progression through the stages of composition, including evaluation and reflection, leads to effective written communication.
- Students will understand that the use of technological tools promotes effective writing. Students will understand that providing a variety of supportive sources involves evaluating for credibility, organizing the most effective arguments and accurately recording information.
- Students will understand that the most effective written communication incorporates the rules and conventions of the English language to enhance the message.
- Students will understand that the choice of a specific writing style and structure will more effectively communicate the message.

**Speaking and Listening:**

- Students will understand that participation in discussions necessitates offering support for ideas.

<p>speaker?</p> <ul style="list-style-type: none"> <li>• How does a speaker decide on the most effective way to communicate his/her message orally?</li> <li>• To what extent does the presenter’s material and delivery assist in your understanding of the content?</li> <li>• How does the material presented orally raise questions for future investigation and analysis?</li> <li>• How does the effective delivery of information lead to a deepened understanding of other perspectives?</li> <li>• To what extent is the speaker a reliable and suitable source?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand that written texts provide significant information to support or refute positions in a variety of speaking situations.</li> <li>• Students will understand that word choice plays an important role in effective oral communication.</li> <li>• Students will understand that practicing elements of effective public speaking prepare one to engage in oral communication in a variety of settings.</li> <li>• Students will understand that various ideas and language provided in discussions and presentations promotes an extension of ideas, which can lead to analysis and discussion.</li> <li>• Students will understand that a speaker’s point of view should be evaluated for credibility and suitability as a source of information.</li> <li>• Students will understand that the manner in which information is orally presented can determine its effectiveness on the audience.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities/Routines</b>	<b>Resources</b>
<p><b>READING:</b>  <b>Cornell notes (interactive notebook) **IANB</b>  <a href="#">Cornell Note Taking System</a>  <b>Literary Cues Chart (* for each new text in interactive notebook)</b></p> <p>Suggested: Review basic writing skills.</p> <hr/> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• <b>Jedidiah Jenkins, travel writer*</b> <ul style="list-style-type: none"> <li>○ <b>The Queer, Spiritual Journey of Jedidiah Jenkins</b> <ul style="list-style-type: none"> <li>■ <b>What challenges did Jenkins face growing</b></li> </ul> </li> </ul> </li> </ul>	<p>The Odyssey by Homer</p> <p><b>Reading:</b>  Curriculum Maps  Quality Questioning by Jackie A. Walsh &amp; Elizabeth D. Sattes  Teach Like a Champion <i>By Doug Lemov</i>  <a href="http://www.epicbooks.com">www.epicbooks.com</a>  <a href="http://www.readinga-z.com">www.readinga-z.com</a>  <a href="http://www.commonlit.org">www.commonlit.org</a>  <a href="http://www.Kohots.org">www.Kohots.org</a>  <a href="http://www.flocabulary.com">www.flocabulary.com</a></p>

up?

- How did his sexuality affect his life and why?
- How did this contribute to his decision to go on the bike journey?

- [Life Lessons From a 7-Thousand-Mile Bike Ride | Short Film Showcase](#)

- Why did Jenkins go on the journey? Summarize his explanation.

- Skills: annotation, summarizing, reading comprehension

- [Ben Fogle, The Adventurer: our inspiring disabled travellers](#)

- Skills: finding evidence
- Question: What have the disabled travelers in the article accomplished? What challenges have they faced?

- Suggested: have students create T-chart pulling out pieces of evidence to answer both questions

- [A death in Oregon sparks another look at 'Into the Wild'](#)<sup>^</sup>

- Discussion of why those with mental illness may choose to explore the wilderness

**Optional Texts and Activities to supplement:**

“The Seventh Man” by Haruki Murakami ([Close Reader](#) p. 27)

“Sea Stars” by Barbara Hurd

“Starfish” by Lorna Dee Cervantes

“Hope for Animals and Their World” by Jane Goodall

“Emma Marris: In Defense of Everglade Pythons” by Andrew C. Revkin

“My Life as a Bat” by Margaret Atwood

[www.newsela.com](http://www.newsela.com)

[www.turnitin.com](http://www.turnitin.com)

**Writing:**

[www.flocabulary.com](http://www.flocabulary.com)

[www.newsela.com](http://www.newsela.com)

[www.turnitin.com](http://www.turnitin.com)

[Owl.purdue.edu](http://Owl.purdue.edu)

[www.Writingcenter.unc.ed](http://www.Writingcenter.unc.ed)

**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](#)

[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>

**Use with informational articles:**

[Appendix A: Written Document Analysis Worksheet](#)

**Academic Vocabulary- Word Wall**

[Using Word Walls to Develop and Maintain Academic Vocabulary](#)

Context clues **SKILLS** TEACHING WITH MEDIA [YouTube Word Walls](#)

[Word Choice: Diction and Connotations](#)

**Performance task entered IANB** (This is connected to the types of writing/speaking as indicated in the standards. Informational or literary.)

**Annotation, inference, imagery**

**Imagery**

Theme interactive notebook activity: [Interactive Notebook](#)

[Examples and Templates](#)

**Annotation using the ICE method:**

[ICE Introduce, Cite, and Explain Your Quotes Using MLA Style](#)

Song [Vanilla Ice - Ice Ice Baby \(Official Video\)](#)

[Figures of speech](#)

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

**Performance task entered to IANB** (This is connected to the types of writing/speaking as indicated in the standards. Informational or literary.)

**Mythology articles:**

[What is mythology?](#)

[Greek mythology | Gods, Stories, & History](#)

[Finding Queer Belonging in Ancient Mythology\\*](#)

<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=PL0OBybFu2I>

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

<https://www.youtube.com/watch?v=I0B5lpJ7znM> (FRESHMEN)

[https://www.youtube.com/watch?v=Ty1A7N\\_tyc](https://www.youtube.com/watch?v=Ty1A7N_tyc) ( JUNIOR SENIOR)

THEME

[https://www.youtube.com/results?search\\_query=birds+pixar+short+film](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

<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=eoN11Ue5ZtQ>

<https://www.youtube.com/watch?v=r6OkICdzo0k>

[Sappho of Lesbos: Woman Poet of Ancient Greece\\*](#)

[Stephen Fry praises ancient Greek myths for portrayal of LGBT love\\*](#)

*The Odyssey* by Homer

Collections

**Book 9:** The Cyclops

**Book 10:** The Land of the Dead

**Book 12:** The Sirens, Scylla and Charybdis

**SKILLS** TEACHING WITH MEDIA [YouTube](#)

[Epic Explorations: Teaching the 'Odyssey' With The New York Times](#)

Epic journey IANB

[The Odyssey Analysis](#)

Epic heroes: [What makes a hero? - Matthew Winkler](#)

**Suggested Pairing:**

- [Spider-Man: Into the Spider-Verse](#) (movie)
- [Miles Morales: Spider-Man](#) by Jason Reynolds (YA novel)
  - Is Miles Morales an epic hero?
  - Compare Miles Morales' journey to Odysseus' journey

Symbolism IANB, Notes, **SKILLS** TEACHING WITH MEDIA

[YouTube](#)

Imagery IANB, Notes, **SKILLS** TEACHING WITH MEDIA

[YouTube](#)

Allegory IANB, Notes, **SKILLS** TEACHING WITH MEDIA

[YouTube](#)

Example of allegory cartoon

<https://www.youtube.com/watch?v=7mGVOekKMRs>

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](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=Ty1A7N_type)

[https://www.youtube.com/watch?v=SQq7XZ\\_Im34&t=2s](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=Bf2biFNItfI>

<https://www.youtube.com/watch?v=6spWj7Ol3x0>

[https://www.youtube.com/watch?v=73p\\_oKEYqTQ](https://www.youtube.com/watch?v=73p_oKEYqTQ)

SUSPENSE

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

**WRITING:**

**Resources for writing**

[http://www.teach-nology.com/themes/lang\\_arts/](http://www.teach-nology.com/themes/lang_arts/)  
<https://www.dailyteachingtools.com/free-graphic-organizers.html#2>

Complete performance task

Peer review

Edit/ rewrite

<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=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](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](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](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:**

**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.
    - 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.
- 

**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).
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**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.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.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.

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

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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.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.
- 

### **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**

- 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><b><u>Benchmark Assessments</u></b>          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><b><u>Summative Assessments</u></b>          Isation Screening          Final Writing Drafts</p>	
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><b>Essential Questions</b></p> <p><b>Reading (Literature &amp; Informational):</b></p> <ul style="list-style-type: none"> <li>Why do readers read?</li> </ul>	<p><b>Objectives</b></p> <p><b>Reading (Literature &amp; Informational):</b></p> <ul style="list-style-type: none"> <li>use details from text to support an analysis.</li> </ul>

- How do readers construct meaning?
- How does word choice impact the overall meaning of the text?
  -
- How does the author's use of structure affect the meaning of the text?
- How does the author's point of view and purpose shape and direct the text?
- How does analyzing diverse media help us to build our own knowledge?
- How does the use of evidence impact the author's claim?
- How does analyzing more than one text help us to interpret the author's intent and build our knowledge?
- How does reading add meaning to your life?
- How do readers adapt when text becomes more complex?
- 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 is one participant in an oral discussion best able to contribute original ideas?
- When supporting a position in an oral discussion, how can one find evidence to argue for or against a specific viewpoint?
- How do specific words impact the overall message of a speaker?
- How does a speaker decide on the most effective way to

- construct meaning based on logical inferences.
- cite materials.
- utilize strategies to critically examine a text (e.g. question, clarify).
- create a theme statement based on the central idea.
- support theme statement using details from the entire text
- summarize an entire text.
- use multiple perspectives to analyze characters.
- discuss relationship between character and theme or plot.
- critique the effect of figurative and connotative word choices.
- determine author's tone, using author's word choices to support claim.
- identify author's structural choices in a text.
- articulate impact of structural choices and how they are connected.
- create a timeline of events and time sequences.
- use world literature to analyze a particular point of view or cultural experience.
- explain how culture influences an author's choices, such as character actions, settings, point of view, and social mores.
- analyze the subject or key scene in a two different artistic mediums.
- compare and contrast a subject or key scene represented in different mediums.
- identify similarities between a text and its source materials
- analyze the effect of the author's adaptation.
- read independently and comprehend proficiently the complex texts within the 9-10 text complexity band.
- 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:**

communicate his/her message orally?

- To what extent does the presenter's material and delivery assist in your understanding of the content?
- How does the material presented orally raise questions for future investigation and analysis?
- How does the effective delivery of information lead to a deepened understanding of other perspectives?
- To what extent is the speaker a reliable and suitable source?

**Writing:**

- How do you use each stage of the writing process to create a more effective product?
- How can technology enhance written communication?
- How does the writer determine the most effective way to communicate information?
- How can an understanding of mechanics improve one's written product?
- To what extent does the style and structure of your writing support your position?

- Students will understand that participation in discussions necessitates offering support for ideas.
- Students will understand that written texts provide significant information to support or refute positions in a variety of speaking situations.
- Students will understand that word choice plays an important role in effective oral communication.
- Students will understand that practicing elements of effective public speaking prepare one to engage in oral communication in a variety of settings.
- Students will understand that various ideas and language provided in discussions and presentations promotes an extension of ideas, which can lead to analysis and discussion.
- Students will understand that a speaker's point of view should be evaluated for credibility and suitability as a source of information.
- Students will understand that the manner in which information is orally presented can determine its effectiveness on the audience.

**Writing:**

- Students will understand that frequent and organized progression through the stages of composition, including evaluation and reflection, leads to effective written communication.
- Students will understand that the use of technological tools promotes effective writing. Students will understand that providing a variety of supportive sources involves evaluating for credibility, organizing the most effective arguments and accurately recording information.
- Students will understand that the most effective written communication incorporates the rules and conventions of the English language to enhance the message.

	<ul style="list-style-type: none"> <li>Students will understand that the choice of a specific writing style and structure will more effectively communicate the message.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities/Routines</b>	<b>Resources</b>
<p><b>Cornell notes (interactive notebook) **IANB</b>  <a href="#">Cornell Note Taking System</a>  Literary Cues Chart* IANB  Performance Task IANB  Academic Vocabulary- Word Wall  <a href="#">Using Word Walls to Develop and Maintain Academic Vocabulary</a>  Context clues: <b>SKILLS</b> <b>TEACHING WITH MEDIA</b> <a href="#">YouTube</a></p> <hr/> <p><b>Reading:</b>  <u>Of Mice and Men</u> John Steinbeck^ paired with  <u>Curious Incident of the Dog in the Night-time</u> Mark Haddon^</p> <p><b>Background articles and bio, <u>Of Mice and Men</u>:</b></p> <p>Photo: <a href="#">Migrant Mother</a> by Dorothea Lange</p> <p>Article: <a href="#">“Letter to My Son”</a> by Ta-Nahisi Coates</p> <p>Article: <a href="#">“Friendship in an Age of Economics”</a> by Todd May</p> <p>Article: <a href="#">“The Harvest Gypsies: Article I”</a> by John Steinbeck (San Francisco News, 1936)</p>	<p><b>Reading:</b>  Curriculum Maps  Quality Questioning by Jackie A. Walsh &amp; Elizabeth D. Sattes  Teach Like a Champion <i>By Doug Lemov</i>  <a href="http://www.epicbooks.com">www.epicbooks.com</a>  <a href="http://www.readinga-z.com">www.readinga-z.com</a>  <a href="http://www.commonlit.org">www.commonlit.org</a>  <a href="http://www.Kohots.org">www.Kohots.org</a>  <a href="http://www.flocabulary.com">www.flocabulary.com</a>  <a href="http://www.newsela.com">www.newsela.com</a>  <a href="http://www.turnitin.com">www.turnitin.com</a></p> <p><b>Writing:</b>  <a href="http://www.flocabulary.com">www.flocabulary.com</a>  <a href="http://www.newsela.com">www.newsela.com</a>  <a href="http://www.turnitin.com">www.turnitin.com</a>  <a href="http://Owl.purdue.edu">Owl.purdue.edu</a>  <a href="http://www.Writingcenter.unc.ed">www.Writingcenter.unc.ed</a></p> <p><b>SKILLS</b> <b>TEACHING WITH MEDIA</b> <a href="#">YouTube</a></p> <p><b>LGBTQ+</b>  <a href="https://www.glsen.org/educate/resources/curriculum">https://www.glsen.org/educate/resources/curriculum</a></p>

Video: [Of Mice and Men](#) by John Steinbeck (1992)

Article: [“John Steinbeck Biography”](#)

Poem: [“To a Mouse”](#)

[To a Mouse Summary](#)

[Robert Burns Poem - "To a Mouse"](#)

Articles for [Curious Incident](#):^

Compare praise and criticism for Curious Incident:

- [The Curious Incident of the Dog in the Night-Time](#) review by doctor (praise)
- [Book Review: The Curious Incident of the Dog in the Night-time](#) by reader/sibling of autistic child (criticism and praise)
- [Inside Christopher's World: An Autistic Perspective – The Asperger / Autism Network \(AANE\)](#) (criticism/praise)
- What are the main criticisms of Curious Incident? What do they get wrong about autism?
- What are the praises for Curious Incident? What is seen as a positive contribution to autism rep?
- Skills: gathering evidence, annotation, ICE.
  - Have students annotate and gather evidence from articles answering these questions.

[Actor With Autism Takes Center Stage](#) - Why is disability representation important? How does this actor describe its importance? How has getting to play the character of Christopher changed his life?

<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](#)

[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\\_type](https://www.youtube.com/watch?v=Ty1A7N_type) ( JUNIOR SENIOR)

THEME

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**Annotation, inference, imagery**

**Theme ( see IANB page) SKILLS TEACHING WITH MEDIA [YouTube](#)**

**Foreshadowing IANB**

**Symbolism IANB SKILLS TEACHING WITH MEDIA [YouTube](#)**

**Characterization, character motivation/relationships IANB SKILLS TEACHING WITH MEDIA [YouTube](#)**

**Mood IANB SKILLS TEACHING WITH MEDIA [YouTube](#)**

**Conflict (external and internal)**

**Juxtaposition IANB SKILLS TEACHING WITH MEDIA [YouTube](#)**

Structure: [Classification-Division Text Structure: Definition & Examples - Video & Lesson Transcript](#)  
[Strategies to Teach Text Structure](#)

**Writing:**

[Teacher Resource Guides on English Language Arts Topics](#)  
[Graphic Organizers](#)

Peer review

Edit/ rewrite

[https://www.youtube.com/results?search\\_query=birds+pixar+short+film](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

<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](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=Ty1A7N_typc)

[https://www.youtube.com/watch?v=SQq7XZ\\_Im34&t=2s](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=Bf2biFNItfI>

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

[https://www.youtube.com/watch?v=73p\\_oKEYqTQ](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=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](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](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](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:**

**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.
  - 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).

**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.

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## 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.
  - A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.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.
  - A. Use parallel structure.
  - B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
  - C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - D. Use a colon to introduce a list or quotation.
  - E. Recognize spelling conventions.
- L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
  - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
  - B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
  - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.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).

## 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.

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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.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.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).

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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.
- 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 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  
 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><b><u>Benchmark Assessments</u></b>  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><b><u>Summative Assessments</u></b>  Isation Screening  Final Writing Drafts</p>	
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<i>Students will know...</i> <b>Essential Questions</b>  <b>Reading (Literature &amp; Informational):</b>	<i>Students will be able to....</i> <b>Objectives</b>  <b>Reading (Literature &amp; Informational):</b>

- Why do readers read?
- How do readers construct meaning?
- How does word choice impact the overall meaning of the text?
- How does the author's use of structure affect the meaning of the text?
- How does the author's point of view and purpose shape and direct the text?
- How does analyzing diverse media help us to build our own knowledge?
- How does the use of evidence impact the author's claim?
- How does analyzing more than one text help us to interpret the author's intent and build our knowledge?
- How does reading add meaning to your life?
- How do readers adapt when text becomes more complex?
- 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 is one participant in an oral discussion best able to contribute original ideas?
- When supporting a position in an oral discussion, how can one find evidence to argue for or against a specific viewpoint?
- How do specific words impact the overall message of a speaker?

- use details from text to support an analysis.
- construct meaning based on logical inferences.
- cite materials.
- utilize strategies to critically examine a text (e.g. question, clarify).
- create a theme statement based on the central idea.
- support theme statement using details from the entire text
- summarize an entire text.
- use multiple perspectives to analyze characters.
- discuss relationship between character and theme or plot.
- critique the effect of figurative and connotative word choices.
- determine author's tone, using author's word choices to support claim.
- identify author's structural choices in a text.
- articulate impact of structural choices and how they are connected.
- create a timeline of events and time sequences.
- use world literature to analyze a particular point of view or cultural experience.
- explain how culture influences an author's choices, such as character actions, settings, point of view, and social mores.
- analyze the subject or key scene in a two different artistic mediums.
- compare and contrast a subject or key scene represented in different mediums.
- identify similarities between a text and its source materials
- analyze the effect of the author's adaptation.
- read independently and comprehend proficiently the complex texts within the 9-10 text complexity band.
- 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.

- How does a speaker decide on the most effective way to communicate his/her message orally?
- To what extent does the presenter's material and delivery assist in your understanding of the content?
- How does the material presented orally raise questions for future investigation and analysis?
- How does the effective delivery of information lead to a deepened understanding of other perspectives?
- To what extent is the speaker a reliable and suitable source?

**Writing:**

- How do you use each stage of the writing process to create a more effective product?
- How can technology enhance written communication?
- How does the writer determine the most effective way to communicate information?
- How can an understanding of mechanics improve one's written product?
- To what extent does style and structure of your writing support your position?

**Speaking and Listening:**

- Students will understand that participation in discussions necessitates offering support for ideas.
- Students will understand that written texts provide significant information to support or refute positions in a variety of speaking situations.
- Students will understand that word choice plays an important role in effective oral communication.
- Students will understand that practicing elements of effective public speaking prepare one to engage in oral communication in a variety of settings.
- Students will understand that various ideas and language provided in discussions and presentations promotes an extension of ideas, which can lead to analysis and discussion.
- Students will understand that a speaker's point of view should be evaluated for credibility and suitability as a source of information.
- Students will understand that the manner in which information is orally presented can determine its effectiveness on the audience.

**Writing:**

- Students will understand that frequent and organized progression through the stages of composition, including evaluation and reflection, leads to effective written communication.
- Students will understand that the use of technological tools promotes effective writing. Students will understand that providing a variety of supportive sources involves evaluating for credibility, organizing the most effective arguments and accurately recording information.
- Students will understand that the most effective written communication incorporates the rules and conventions of the

	<p>English language to enhance the message.</p> <ul style="list-style-type: none"> <li>Students will understand that the choice of a specific writing style and structure will more effectively communicate the message.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities/Routines</b>	<b>Resources</b>
<p><b>Reading</b>  <b>Cornell notes (interactive notebook) **IANB</b>  <a href="#">Cornell Note Taking System</a>  Literary Cues Chart* IANB  Performance Task IANB  Academic Vocabulary- Word Wall  <a href="#">Using Word Walls to Develop and Maintain Academic Vocabulary</a>  Context clues: <b>SKILLS</b> <b>TEACHING WITH MEDIA</b> <a href="#">YouTube</a></p> <hr/> <p>“Musee des Beaux Arts”  and “Landscape with the Fall of Icarus”  “The Starry Night” <i>Close reader</i>  Painting  “The Starry Night” Poem – Anne Sexton Audio  <a href="#">A Stroke of Genius   Van Gogh and the Seasons</a></p> <hr/> <p><b>Text: <u>Macbeth</u> by William Shakespeare (“No Fear” side by side edition)</b></p> <ul style="list-style-type: none"> <li>“<a href="#">Why Read Shakespeare?</a>” <a href="#">Michael Mack</a></li> </ul>	<p><b>Reading:</b>  Curriculum Maps  Quality Questioning by Jackie A. Walsh &amp; Elizabeth D. Sattes  Teach Like a Champion <i>By Doug Lemov</i>  <a href="http://www.epicbooks.com">www.epicbooks.com</a>  <a href="http://www.readinga-z.com">www.readinga-z.com</a>  <a href="http://www.commonlit.org">www.commonlit.org</a>  <a href="http://www.Kohots.org">www.Kohots.org</a>  <a href="http://www.flocabulary.com">www.flocabulary.com</a>  <a href="http://www.newsela.com">www.newsela.com</a>  <a href="http://www.turnitin.com">www.turnitin.com</a></p> <p><b>Writing:</b>  <a href="http://www.flocabulary.com">www.flocabulary.com</a>  <a href="http://www.newsela.com">www.newsela.com</a>  <a href="http://www.turnitin.com">www.turnitin.com</a>  <a href="http://Owl.purdue.edu">Owl.purdue.edu</a>  <a href="http://www.Writingcenter.unc.edu">www.Writingcenter.unc.edu</a></p> <p><b>SKILLS</b> <b>TEACHING WITH MEDIA</b> <a href="#">YouTube</a></p> <p><b>LGBTQ+</b></p>

- Literary Cues Chart\* IANB
- Performance Task IANB
- [Level Up tutorial: Theme](#)
- Tragic Heroes IANB
  - [Losers and Tragic Heroes](#)
- Dramatic Conventions *Collections*
- Shakespearean Drama
  - Pages 210-212
- Analyze word choice
  - [Writing Mini Lesson #28- Million Dollar Words-WORD CHOICE](#)
  - Denotation/Connotation IANB
- Tone IANB **SKILLS TEACHING WITH MEDIA** [YouTube](#)

*Collections*

Analyzing the Text  
pages 231, 260, 291

Language Workshop: Lesson 22

[Macbeth Lesson Plans](#)

[“The Scottish king fought Malcolm Canmore on July 27th, 1054”](#)

[“Toil and Trouble: The Curse of Macbeth”](#)

[“Too Much Ambition Making You Miserable?”](#)

Film – “Macbeth” directed by Roman Polanski

SparkNotes - [Video SparkNotes: Shakespeare's Macbeth summary](#)

- <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](#)
- [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](https://www.youtube.com/watch?v=Ty1A7N_typc) ( JUNIOR SENIOR)

THEME

Summaries by Act -

- <https://www.youtube.com/watch?v=YGemg1hd9sM> (I)
- <https://www.youtube.com/watch?v=MbfJ3kUfm64> (II)
- [https://www.youtube.com/watch?v=Fl-i-q\\_ALxy4](https://www.youtube.com/watch?v=Fl-i-q_ALxy4) (III)
- [https://www.youtube.com/watch?v=N0\\_z5c6y7o0](https://www.youtube.com/watch?v=N0_z5c6y7o0) (IV)
- <https://www.youtube.com/watch?v=VX7g6hg> (V)

**What challenges does Macbeth face in seeking power? What challenges do LGBTQ+ or disabled people face in seeking power? Is there a downside to ambition?**

- [Pete Buttigieg On Coming Out As Gay: 'You Only Get To Be One Person' | Rachel Maddow | MSNBC\\*](#)
- Excerpt from [Shortest Way Home](#) by Pete Buttigieg discussing coming out while in public office (pdf)\*
- [Meet Andrea Jenkins, the first openly transgender black woman elected to public office in the U.S.\\*](#)
- [Disability and Politics^](#)
- [Take It from 'Hamilton': Why Unyielding Ambition Is a Blessing and a Curse"](#)

**Skills:**

Level Up tutorial: Methods of Characterization

Language Workshop: Lesson 23

*Collections:* English Workshop

Argument IANB Rhetoric IANB

Analyze: Argument and Rhetoric **SKILLS** **TEACHING WITH MEDIA** [YouTube](#)

**Writing:**

[Teacher Resource Guides on English Language Arts Topics](#)

[Graphic Organizers](#)

[Level Up Tutorials](#)

[https://www.youtube.com/results?search\\_query=birds+pixar+short+film](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

<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=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\\_Qyknao](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=Ty1A7N_type)

[https://www.youtube.com/watch?v=SQq7XZ\\_Im34&t=2s](https://www.youtube.com/watch?v=SQq7XZ_Im34&t=2s) (MOOD)

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

Word Choice: [Writing Mini Lesson #28- Million Dollar Words-WORD CHOICE](#)

Argument: [What is rhetorical analysis?](#)

Peer review

Edit/ rewrite

CONNOTATION /DENOTATION

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

<https://www.youtube.com/watch?v=hwxKSxS4hq5>

<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=Bf2biFNItfI>

<https://www.youtube.com/watch?v=6spWj7O13x0>

[https://www.youtube.com/watch?v=73p\\_oKEYqTQ](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=CN9e_zg11vM)

<https://www.youtube.com/watch?v=1IWNAAtiru90>

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

SENIOR)

IRONY

[https://www.youtube.com/watch?v=tgg6RO8c\\_W0](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](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](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:**

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.
  - 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).

**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.

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## 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.
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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.

- 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.
  - A. Use parallel structure.
  - B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
  - C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - D. Use a colon to introduce a list or quotation.
  - E. Recognize spelling conventions.
- L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
  - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
  - B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
  - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to

comprehension or expression.

- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
    - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
    - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
    - C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
    - D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
    - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 

### **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).
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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.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**

- 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

**Alternate Assessments**

Teacher-created project-based assessment  
Alternate Running Records

<p>Running Records  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><b><u>Benchmark Assessments</u></b>  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><b><u>Summative Assessments</u></b>  Isation Screening  Final Writing Drafts</p>	<p>Discussion Circles  Turn and Talks</p>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<i>Students will know...</i>	<i>Students will be able to....</i>

## Essential Questions

### Reading (Literature & Informational):

- Why do readers read?
- How do readers construct meaning?
- How does word choice impact the overall meaning of the text?
- How does the author's use of structure affect the meaning of the text?
- How does the author's point of view and purpose shape and direct the text?
- How does analyzing diverse media help us to build our own knowledge?
- How does the use of evidence impact the author's claim?
- How does analyzing more than one text help us to interpret the author's intent and build our knowledge?
- How does reading add meaning to your life?
- How do readers adapt when text becomes more complex?
- 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 is one participant in an oral discussion best able to contribute original ideas?
- When supporting a position in an oral discussion, how can one

## Objectives

### Reading (Literature & Informational):

- use details from text to support an analysis.
- construct meaning based on logical inferences.
- cite materials.
- utilize strategies to critically examine a text (e.g. question, clarify).
- create a theme statement based on the central idea.
- support theme statement using details from the entire text
- summarize an entire text.
- use multiple perspectives to analyze characters.
- discuss relationship between character and theme or plot.
- critique the effect of figurative and connotative word choices.
- determine author's tone, using author's word choices to support claim.
- identify author's structural choices in a text.
- articulate impact of structural choices and how they are connected.
- create a timeline of events and time sequences.
- use world literature to analyze a particular point of view or cultural experience.
- explain how culture influences an author's choices, such as character actions, settings, point of view, and social mores.
- analyze the subject or key scene in a two different artistic mediums.
- compare and contrast a subject or key scene represented in different mediums.
- identify similarities between a text and its source materials
- analyze the effect of the author's adaptation.
- read independently and comprehend proficiently the complex texts within the 9-10 text complexity band.

- find evidence to argue for or against a specific viewpoint?
- How do specific words impact the overall message of a speaker?
- How does a speaker decide on the most effective way to communicate his/her message orally?
- To what extent does the presenter's material and delivery assist in your understanding of the content?
- How does the material presented orally raise questions for future investigation and analysis?
- How does the effective delivery of information lead to a deepened understanding of other perspectives?
- To what extent is the speaker a reliable and suitable source?

**Writing:**

- How do you use each stage of the writing process to create a more effective product?
- How can technology enhance written communication?
- How does the writer determine the most effective way to communicate information?
- How can an understanding of mechanics improve one's written product?
- To what extent does style and structure of your writing support your position?

- 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:**

- Students will understand that participation in discussions necessitates offering support for ideas.
- Students will understand that written texts provide significant information to support or refute positions in a variety of speaking situations.
- Students will understand that word choice plays an important role in effective oral communication.
- Students will understand that practicing elements of effective public speaking prepare one to engage in oral communication in a variety of settings.
- Students will understand that various ideas and language provided in discussions and presentations promotes an extension of ideas, which can lead to analysis and discussion.
- Students will understand that a speaker's point of view should be evaluated for credibility and suitability as a source of information.
- Students will understand that the manner in which information is orally presented can determine its effectiveness on the audience.

**Writing:**

- Students will understand that frequent and organized progression through the stages of composition, including evaluation and reflection, leads to effective written communication.
- Students will understand that the use of technological tools promotes effective writing. Students will understand that providing a variety of supportive sources involves evaluating

	<p>for credibility, organizing the most effective arguments and accurately recording information.</p> <ul style="list-style-type: none"> <li>• Students will understand that the most effective written communication incorporates the rules and conventions of the English language to enhance the message.</li> <li>• Students will understand that the choice of a specific writing style and structure will more effectively communicate the message.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities/Routines</b>	<b>Resources</b>
<p><b>Cornell notes (interactive notebook) **IANB</b>  <u><a href="#">Cornell Note Taking System</a></u>  Literary Cues Chart* IANB  Performance Task IANB  Academic Vocabulary- Word Wall  <u><a href="#">Using Word Walls to Develop and Maintain Academic Vocabulary</a></u>  Context clues: <b>SKILLS</b> <b>TEACHING WITH MEDIA</b> <u><a href="#">YouTube</a></u></p> <hr/> <p><b>Reading:</b>  <u><a href="#">Copper Sun</a></u> by Sharon Draper <ul style="list-style-type: none"> <li>• Sharon Draper Author Bio: <u><a href="#">Welcome to the Official Site of Sharon Draper</a></u></li> </ul> </p> <p><b>Texts to supplement:</b></p> <ul style="list-style-type: none"> <li>• <u><a href="#">How Street Traffickers Recruit Young Girls</a></u></li> <li>• <u><a href="#">The 1619 Project</a></u></li> <li>• <u><a href="#">13TH   FULL FEATURE   Netflix</a></u></li> <li>• <u><a href="#">In Accounting for Slavery's Cost, Figures Vary Widely</a></u></li> <li>• <u><a href="#">The Great Escape From Slavery of Ellen and William Craft</a></u></li> </ul>	<p><b>Reading:</b>  Curriculum Maps  Quality Questioning by Jackie A. Walsh &amp; Elizabeth D. Sattes  Teach Like a Champion <i>By Doug Lemov</i>  <u><a href="#">www.epicbooks.com</a></u>  <u><a href="#">www.readinga-z.com</a></u>  <u><a href="#">www.commonlit.org</a></u>  <u><a href="#">www.Kohots.org</a></u>  <u><a href="#">www.flocabulary.com</a></u>  <u><a href="#">www.newsela.com</a></u>  <u><a href="#">www.turnitin.com</a></u></p> <p><b>Writing:</b>  <u><a href="#">www.flocabulary.com</a></u>  <u><a href="#">www.newsela.com</a></u>  <u><a href="#">www.turnitin.com</a></u>  <u><a href="#">Owl.purdue.edu</a></u>  <u><a href="#">www.Writingcenter.unc.ed</a></u></p>

- [Africans in America/Part 1/The Middle Passage](#)
- [The History of Rice in the South Carolina Lowcountry with Anthony Bourdain - Mind of a Chef](#)
- [Fort Mose -- Chronology of Events.doc](#)
- [The Atlantic slave trade: What too few textbooks told you - Anthony Hazard](#)
- [Slavery on South Carolina Rice Plantations](#)

**Pride Month: A Look at Stonewall\***

- [Analyzing How Events Unfold: A Look at Stonewall](#) (lesson, also in 12th grade curriculum)
- [Wanda Sykes Takes Us Through the History of LGBTQ+ — Now You Know](#)
- [Stonewall at 50 Documentary](#)
- [Stonewall Forever - A Documentary about the Past, Present and Future of Pride](#)

**Writing:**

**[Teacher Resource Guides on English Language Arts Topics](#)**

**[Graphic Organizers](#)**

Informational/explanatory writing

[Informative/Explanatory Writing in the Classroom, Grades 3–12](#)

[Examples of Informative Essays](#)

Research writing: [Teaching Students to Write Good Papers](#)

Peer review

Edit/ rewrite

**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](#)

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

THEME

[https://www.youtube.com/results?search\\_query=birds+pixar+short+film](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

<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](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\\_tyc](https://www.youtube.com/watch?v=Ty1A7N_tyc)  
[https://www.youtube.com/watch?v=SQq7XZ\\_Im34&t=2s](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=Bf2biFNItfl>  
<https://www.youtube.com/watch?v=6spWj7OI3x0>  
[https://www.youtube.com/watch?v=73p\\_oKEYqTQ](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=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](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](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](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=4dGzbrrxx8I>(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:**

