ESL
SCIENCE
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BILINGUAL
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MATHEMATICS
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WORLD LANGUAGES
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TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: English Language Arts

Course: Pre-AP English 2

Grade Level: 9

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Maureen Dalessio, Program Supervisor: English Language Arts/Social Studies 7-12, Gifted and Talented K-12

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Maureen Dalessio

Mrs. Lee Andrea Garvin, Director of Curriculum and Instruction

Subject/Course Title:
Pre-AP English 2
Grade 9

Date of Board Adoption:
August 25, 2026

RAHWAY PUBLIC SCHOOLS CURRICULUM

PRE-AP ENGLISH 2: GRADE 9

PACING GUIDE

Unit	Title	Pacing
1	Moves in Argument: Appreciating Writers' Choices	10 weeks
2	Persuasion in Literature: Reading Fiction Through an Alternate Lens	10 weeks
3	Voice in Synthesis: Entering a Conversation Among Works of Nonfiction	10 weeks
4	Purpose in Poetry and Prose: Analyzing Works That Praise, Mourn, or Mock	10 weeks

Units and curriculum reproduced from the Pre-AP® English 2 **Course and Exam Description** (CED), effective Fall 2021. Pacing is based on suggestions by the College Board, included in the CED and the annual May exam date.

General Teacher Resources (Pre-AP Classroom):

- Pre-AP English 2 Course Guide
- Pre-AP English 2 Classroom

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc…).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.

	● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don’t take points off for spelling errors.

UNIT 1 OVERVIEW

Content Area: English Language Arts

Unit Title: Moves in Argument: Appreciating Writers' Choices

Target Course/Grade Level: Pre-AP English 2/Grade 9

Unit Summary:

This opening unit is dedicated to raising students' awareness of how arguments are developed through the connection of ideas. All too often students view the analysis of an argument as the task of identifying claim and evidence. However, a more nuanced reading recognizes the skillful way a writer builds an argument-not unlike how a spider carefully constructs a web-through a series of interconnected strands that culminate in a beautiful pattern designed to ensnare your attention and shape your perspective.

Unit 1's model lessons were created to develop this more nuanced appreciation of argument, first by immersing students in writing a brief argument and later by having them analyze the variety of ways writers, cartoonists, and even poets creatively assert and support their claims.

The opening lesson engages students in a rhetorical situation that demands that they argue for one visual over another, based on their close observations of a real photograph of Abraham Lincoln and a virtual 3-D sculpture of the 16th president. Through collectively evaluating this initial batch of student-generated arguments, students can see how they have already internalized many fundamentals of the art of argument. They then pivot to spending the remainder of the model lessons analyzing how other creators of argument harness evidence, reasoning, and inventive word choice to sway their audiences to think and feel in varied ways about the value of the virtual—in the contexts of virtual gaming, virtual reality, and even virtual companionship for the elderly. Students' written work will incrementally progress from identifying and analyzing a single rhetorical move in the first learning cycle to analyzing an entire argument for the Unit 1 Performance Task, which is modeled closely on the SAT essay.

"Any fact becomes important when it's connected to another. The connection changes the perspective …"
—Umberto Eco, *Foucault's Pendulum*

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Reading:

- **RI.CR.9–10.1.** cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- **RI.CI.9–10.2.** Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

- **RI.IT.9–10.3.** Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RI.TS.9–10.4.** Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **RI.PP.9–10.5.** Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- **RI.MF.9–10.6.** Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **RI.AA.9–10.7.** Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Writing:

- **W.AW.9–10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
    A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
    B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
    C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    E. Provide a concluding paragraph or section that supports the argument presented.
- **W.WP.9–10.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **W.RW.9–10.7.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening:

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

Language:

- **L.SS.9–10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
  A. Use parallel structure.
  B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
  C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  D. Use a colon to introduce a list or quotation.
  E. Recognize spelling conventions.
- **L.KL.9–10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
  A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
  B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
  C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **L.VL.9–10.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
  A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
  C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.IML.1** – Assess the validity and reliability of information from various sources in order to inform decisions.
- **9.4.12.IML.2** – Evaluate sources of information for accuracy, credibility, bias, and relevance.
- **9.4.12.CT.2** – Evaluate multiple perspectives and use evidence to support reasoned conclusions.
- **9.4.12.TL.2** – Evaluate the appropriate use of digital tools to gather, organize, analyze, and communicate information.
- **9.4.12.GCA.1** – Analyze how cultural perspectives influence communication, decision making, and problem solving

Interdisciplinary Connections and Standards:

Social Studies

- **6.1.12.HistoryCA.14.a:** Analyze how ideas found in fiction and nonfiction sources reflect the political, economic, and social contexts of the time.
- **6.3.12.CivicsPD.1:** Develop and evaluate solutions to local, state, national, or global issues by using evidence from multiple sources and considering diverse perspectives.

Visual and Performing Arts

- **1.5.12prof.Re8a:** Analyze visual artworks by examining how the use of media, art elements, and design principles communicate meaning.
- **1.2.12prof.Re8a:** Analyze media artworks by examining how artistic choices communicate meaning and influence audiences.

Unit Understandings:

Students will understand that…

Big Idea: Engaging with Texts

EU 1.1: Close, critical reading of complex literary and nonfiction texts leads to a deeper understanding of the explicit and implicit meanings of the works.

EU 1.2: Evaluating an argument is a complex task that includes analyzing stated and implied claims, logical reasoning, supporting evidence, and stylistic elements.

EU 1.4: A text may be read in conversation with other texts or in the broader context in which it was written or read.

Big Idea: Constructing Texts

EU 2.1: Composing is a recursive process that can be used to explore ideas and illuminate concepts for both the writer and the reader.

EU 2.2: Constructing an argument is a crucial skill with importance in academic, civic, social, and workplace settings.

EU 2.3: Writing an analysis requires interpreting the relevant details and features of a work and explaining their relationship to the meaning of the work as a whole.

Big Idea: Focusing on Language

EU 3.1: Critical readers develop a sense of word consciousness that motivates them to investigate word meanings.
EU 3.2: Precise word choice and compelling language patterns can stir the thoughts, emotions, and actions of readers.

Big Idea: Entering the Conversation

EU 5.1: Academic discourse requires collaboration to advance and deepen understanding of topics or texts.

Unit Essential Questions:

- How do authors use rhetorical choices to develop and strengthen an argument?
- How do claims, evidence, and reasoning work together to influence an audience?
- In what ways do an author's word choice, organization, and stylistic decisions shape meaning and purpose?
- How can analyzing multiple forms of communication deepen our understanding of an argument? (AAH, LGBTQ/D, AAPI)
- Why is evaluating the effectiveness of an argument an essential skill for critical readers and informed citizens? (AAH, HG, LGBTQ/D, AAPI)

Knowledge and Skills:

Students will know...

- The elements of an effective argument, including claims, evidence, reasoning, and rhetorical appeals.
- How rhetorical choices, including word choice, organization, tone, and style, influence an audience.
- The characteristics of effective analytical writing, including thesis development, textual evidence, and commentary.
- Strategies for analyzing arguments presented in print, visual, oral, and multimedia texts. (AAH, HG, LGBTQ/D, AAPI)
- Academic vocabulary related to rhetoric, argumentation, analysis, and evaluation.
- The writing process, including planning, drafting, revising, editing, and reflecting on analytical writing.

Students will be able to...

- Identify and analyze claims, evidence, and reasoning in a variety of argumentative texts.
- Analyze how authors use rhetorical and stylistic choices to develop purpose and influence an audience. (AAH, HG, LGBTQ/D, AAPI)
- Evaluate the effectiveness of an author's argument by assessing the quality and relevance of evidence and reasoning. (AAH, HG, LGBTQ/D, AAPI)
- Compare how arguments are presented across multiple formats, including photographs, cartoons, essays, speeches, videos, and spoken-word performances.
- Cite relevant textual evidence to support analysis and interpretation.
- Participate effectively in collaborative discussions by building on others' ideas and supporting claims with evidence.
- Write analytical paragraphs and essays that explain how an author develops an argument using clear reasoning and textual evidence.
- Revise and refine writing based on feedback, reflection, and established criteria.

EVIDENCE OF LEARNING

Assessment:
What evidence will be collected and deemed acceptable to show that students truly "understand"?

- **Assess & Reflect – Learning Cycle 1:** Students analyze how an author or creator develops an argument through claims, evidence, and rhetorical choices by composing an evidence-based analytical paragraph.
- **Assess & Reflect – Learning Cycle 2:** Students analyze and compare arguments presented in written and multimedia texts, evaluating how rhetorical choices influence an audience.
- **Assess & Reflect – Learning Cycle 3:** Students compose an evidence-based rhetorical analysis explaining how an author develops an argument and reflect on their growth as readers, writers, and critical thinkers.
- **Pre-AP Learning Checkpoint 1 (Pre-AP Classroom):** On-demand assessment measuring students' ability to analyze an author's argument, evaluate rhetorical choices, and support analysis with textual evidence.
- **Pre-AP Learning Checkpoint 2 (Pre-AP Classroom):** On-demand assessment measuring students' ability to analyze multiple texts and evaluate the effectiveness of an author's argument.
- **Performance Task – Rhetorical Analysis Essay (Pre-AP Classroom):** Students read an unfamiliar argumentative text and write an analytical essay explaining how the author develops and strengthens an argument through rhetorical choices.

Learning Activities:
What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Pre-AP Model Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
- Use of Quill.org and Vocabulary.com for skill-building
- Language and Writing Workshops from SpringBoard for grammar, vocabulary, and analytical writing development
- Scaffolded text-dependent questions
- Collaborative discussions, academic conversations, and peer feedback
- Close reading and annotation of argumentative, informational, visual, and multimedia texts
- Analysis of rhetorical moves, claims, evidence, reasoning, and author purpose
- Comparison of arguments across multiple media, including photographs, cartoons, essays, videos, and spoken-word performances
- Modeling and guided practice in writing rhetorical analysis paragraphs and essays
- Graphic organizers to analyze argument structure and rhetorical choices
- Chunked texts and scaffolded questioning for language learners and students with IEPs

Specific Readings:

- Abraham Lincoln photographs (Alexander Gardner and Kazu Hiro)
- "That's Life" by Mike Twohy
- Excerpt from Reality Is Broken by Jane McGonigal
- "Confessions of a 30-Year-Old Gamer" by Ta-Nehisi Coates
- "Stop Expecting Games to Build Empathy" by Julie Muncy
- "Japan Has an Aging Problem" (video) by Shiho Fukada
- "A Bot to Watch Over Me" (video) by Shiho Fukada
- "Virtually Able" (video) by Shiho Fukada

- "Community Is the 'Killer App' Missing from Virtual Reality" by Dmitri Williams
- "Touchscreen" by Marshall Davis Jones
- "There Will Never Be an Age of Artificial Intimacy" by Sherry Turkle

RESOURCES

Teacher Resources:

- Pre-AP English 2 Pacing Guide
- Pre-AP Classroom Platform (Model Lessons, Learning Checkpoints, Performance Tasks)
- Pre-AP English 2 Course Guide
- Quill.org and Vocabulary.com for supplemental practice

***Note:** Teacher must be signed into an authorized College Board account to access links to Pre-AP Classroom.*

Equipment Needed:

- Student devices
- Newline board
- Access to the Pre-AP Classroom Platform

UNIT 2 OVERVIEW

Content Area: English Language Arts

Unit Title: Persuasion in Literature: Reading Fiction Through an Alternate Lens

Target Course/Grade Level: Pre-AP English 2/Grade 9

Unit Summary:

In Unit 2, students explore how literary characters assert their persuasive powers on one another. Unlike reading persuasive works of nonfiction, observing the dynamic between speaker and audience in literary works requires students to appreciate how the speaker must pivot and react to an opposing perspective. Through this lens, students will also discover how authors use rhetorical situations between or among characters to represent larger cultural influences or conflicts at work in the world.

The model lessons for this unit guide students to closely read and deliver the dialogues among characters in four diverse works of fiction and drama, each time noting how the characters' language demonstrates some of the same persuasive elements that students analyzed during the previous unit on argument. Students' reading will transport them from the 19th-century banks of the Mississippi River to 11th-century Scotland, with stops in contemporary Nigeria and the South Side of Chicago along the way. And whether the object of persuasion is to get someone to whitewash a fence or even to commit murder, students will discover the timeless, universal, and "distinctively human" strategies people use to try to get their way.

"What is distinctively human at the most fundamental level is the capacity to persuade and be persuaded."
—Bertrand Russell, *Outline of Philosophy*

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Reading:

- **RL.CR.9–10.1.** Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- **RL.CI.9–10.2.** Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- **RL.IT.9–10.3.** Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- **RL.TS.9–10.4.** Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

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

Writing:

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

Speaking and Listening:

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

Language:

- **L.SS.9–10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
  A. Use parallel structure.
  B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
  C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  D. Use a colon to introduce a list or quotation.
  E. Recognize spelling conventions.
- **L.KL.9–10.2**. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
  A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
  B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
  C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **L.VL.9–10.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
  A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
  C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L.VI.9–10.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
  A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  B. Analyze nuances in the meaning of words with similar denotations.
  C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.IML.2** – Evaluate sources of information for accuracy, credibility, bias, and relevance.
- **9.4.12.CT.2** – Evaluate multiple perspectives and use evidence to support reasoned conclusions.
- **9.4.12.TL.2** – Evaluate the appropriate use of digital tools to gather, organize, analyze, and communicate information.
- **9.4.12.GCA.1** – Analyze how cultural perspectives influence communication, decision making, and problem solving.
- **9.4.12.CI.1** – Demonstrate creativity and innovation by generating, evaluating, and refining ideas to communicate effectively.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.12.HistoryCA.14.a:** Analyze how ideas found in fiction and nonfiction sources reflect the political, economic, and social contexts of the time.
- **6.3.12.CivicsPD.1:** Develop and evaluate solutions to local, state, national, or global issues by using evidence from multiple sources and considering diverse perspectives.

Visual and Performing Arts:

- **1.3C.12prof.Re8a:** Explain and support interpretations of the expressive intent and meaning of dramatic works by citing evidence from the performance, script, and context.
- **1.5.12prof.Cn11a:** Describe how knowledge of culture, traditions, and history influences personal responses to works of art.

Unit Understandings:

Students will understand that…

Big Idea: Engaging with Texts

- **EU 1.1** Close, critical reading of complex literary and nonfiction texts leads to a deeper understanding of the explicit and implicit meanings of the works.
- **EU 1.3** Analyzing literature is a complex task that includes making inferences, examining an author's use of literary and stylistic elements, and drawing conclusions about the meaning of the work as a whole.
- **EU 1.4** A text may be read in conversation with other texts or in the broader context in which it was written or read.

Big Idea: Constructing Texts

- **EU 2.1** Composing is a recursive process that can be used to explore ideas and illuminate concepts for both the writer and the reader.
- **EU 2.3** Writing an analysis requires interpreting the relevant details and features of a work and explaining their relationship to the meaning of the work as a whole.

Big Idea: Focusing on Language

- **EU 3.1** Critical readers develop a sense of word consciousness that motivates them to investigate word meanings.
- **EU 3.2** Precise word choice and compelling language patterns can stir the thoughts, emotions, and actions of readers.
- **EU 3.3** Conventions of Standard English are used to aid the reader's understanding, and authors may use or defy these conventions to achieve different stylistic effects.

Big Idea: Entering the Conversation

- **EU 5.1** Academic discourse requires collaboration to advance and deepen understanding of topics or texts.
- **EU 5.2** Effective speakers design and deliver presentations according to their subject, purpose, audience, and occasion.

Unit Essential Questions:

- How do characters use persuasion to influence the thoughts, actions, and decisions of others? (AAH, AAPI)
- How does dialogue reveal character motivation, relationships, and conflict?
- In what ways do authors use literary elements and stylistic choices to develop theme? (AAH, AAPI)
- How can analyzing interactions between characters deepen our understanding of a text? (AAH, AAPI)
- Why is evidence-based literary analysis essential for interpreting complex texts?

Knowledge and Skills:

Students will know...

- Literary elements such as characterization, conflict, dialogue, theme, and point of view. (AAH, AAPI)
- How authors use persuasive language and rhetorical strategies within literary texts.
- The structure and components of an effective literary analysis essay.
- How dialogue develops character relationships, motivation, and plot. (AAH, AAPI)
- Vocabulary in context and the nuances of word choice.
- The writing process, including planning, drafting, revising, editing, and reflecting on literary analysis writing.

Students will be able to...

- Analyze how dialogue and character interactions develop conflict, theme, and characterization. (AAH, AAPI)
- Evaluate how authors use literary and stylistic elements to influence readers' understanding of characters and events. (AAH, AAPI)
- Cite strong textual evidence to support literary analysis.
- Compare how different authors develop similar themes through characterization and dialogue.
- Participate effectively in collaborative discussions by building on others' ideas and supporting interpretations with textual evidence.
- Write analytical paragraphs and essays explaining how literary elements contribute to meaning.
- Revise and strengthen literary analysis writing through reflection, peer feedback, and revision.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- **Assess & Reflect – Learning Cycle 1:** Students analyze how dialogue reveals character motivation and persuasive strategies by writing a character analysis paragraph using evidence from a literary text.

- **Assess & Reflect – Learning Cycle 2:** Students compose and revise a literary analysis explaining how an author uses dialogue, conflict, and characterization to develop theme and persuade characters within a text.
- **Assess & Reflect – Learning Cycle 3:** Students analyze dramatic dialogue from multiple texts and refine a literary analysis essay through self-review, peer feedback, and revision.
- **Pre-AP Learning Checkpoint 1 (Pre-AP Classroom):** On-demand assessment measuring students' ability to analyze characterization, dialogue, and persuasive interactions in literary texts.
- **Pre-AP Learning Checkpoint 2 (Pre-AP Classroom):** On-demand assessment measuring students' ability to analyze literary techniques and explain how characters influence one another through persuasion.
- **Performance Task – Literary Analysis Essay (Pre-AP Classroom):** Students read an unfamiliar literary passage and write an analytical essay explaining how an author develops characterization and theme through persuasive dialogue and interactions between characters.

Learning Activities:
What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Pre-AP Model Lessons: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14
- Use of Quill.org and Vocabulary.com for skill-building
- Language and Writing Workshops from SpringBoard for grammar, vocabulary, and literary analysis development
- Scaffolded text-dependent questions
- Collaborative discussions, academic conversations, and peer feedback
- Close reading and annotation of novels, short stories, and dramatic texts
- Reader's Theater and dramatic readings to analyze dialogue and character interactions
- Analysis of persuasive techniques used by literary characters
- Think-pair-share and small group discussions focused on characterization and theme
- Modeling and guided practice in writing literary analysis essays
- Graphic organizers to analyze character motivation, conflict, persuasion, and theme
- Chunked texts and scaffolded questioning for language learners and students with IEPs
- Comparative analysis of literary texts across genres and cultures

Specific Readings:

- *The Adventures of Tom Sawyer (excerpt)* — Mark Twain
- *Marriage Is a Private Affair* — Chinua Achebe (AAH)
- *A Raisin in the Sun (selected scenes)* — Lorraine Hansberry (AAH)
- *Macbeth (selected scenes)* — William Shakespeare
- *Everyday Use — Alice Walker* (Performance Task reading) (AAH)
- Additional excerpts and mentor texts from the Pre-AP Student Reader to support literary analysis and persuasive dialogue study.

RESOURCES

Teacher Resources:

- Pre-AP English 2 Pacing Guide
- Pre-AP Classroom Platform (Model Lessons, Learning Checkpoints, Performance Tasks)
- Pre-AP English 2 Course Guide
- Quill.org and Vocabulary.com for supplemental practice

***Note:** Teacher must be signed into an authorized College Board account to access links to Pre-AP Classroom.*

Equipment Needed:

- Student devices
- Newline board
- Access to the Pre-AP Classroom Platform

UNIT 3 OVERVIEW

Content Area: English Language Arts

Unit Title: Voice in Synthesis: Entering a Conversation Among Works of Nonfiction

Target Course/Grade Level: Pre-AP English 2/Grade 9

Unit Summary:

When students are learning to perform the complex act of synthesis—to smoothly integrate other writers' perspectives into their own—they often become overwhelmed or lose sight of their own ideas. In Unit 3, students are invited to join an ongoing academic conversation with experts, and they may not initially feel that they speak the same academic language or that their voices deserve to be heard.

Therefore, the overarching goal of this unit is to build students' analytical reading and writing skills so they can develop and confidently communicate evidence-based opinions. Rather than simply inviting students into the conversation, this unit prepares them to participate meaningfully.

Throughout the unit, students read and evaluate a variety of print and nonprint texts related to the tension between protecting individual rights and promoting the common good. Sources include Supreme Court opinions, political cartoons, infographics, quantitative data, and argumentative texts that connect personal experiences to public policy. Through close reading and analytical writing, students learn how multiple sources relate to one another before synthesizing those ideas into their own original arguments.

Note: *Many of the model lessons focus on compulsory vaccination as a case study involving public health, government authority, and individual liberty. Teachers may substitute another issue if they provide a rich collection of sources representing multiple perspectives and genres.*

"Don't let the noise of others' opinions drown out your own inner voice." **— Steve Jobs, Stanford University Commencement Speech, 2005**

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Reading:

- **RI.CR.9–10.1.** cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- **RI.CI.9–10.2.** Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- **RI.IT.9–10.3.** Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

- **RI.TS.9–10.4.** Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **RI.PP.9–10.5.** Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- **RI.MF.9–10.6.** Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **RI.AA.9–10.7.** Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- **RI.CT.9–10.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

Writing:

- **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.SE.9–10.6.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- **W.RW.9–10.7.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening:

- **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.

Language:

- **L.SS.9–10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
  A. Use parallel structure.
  B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
  C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  D. Use a colon to introduce a list or quotation.
  E. Recognize spelling conventions.
- **L.KL.9–10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
  A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
  B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
  C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **L.VL.9–10.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
  A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

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

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.IML.1** – Critically evaluate information, media, and sources for accuracy, relevance, credibility, and bias.
- **9.4.12.IML.2** – Evaluate sources of information for accuracy, credibility, bias, and relevance.
- **9.4.12.CT.2** – Evaluate multiple perspectives and use evidence to support reasoned conclusions.
- **9.4.12.TL.2** – Evaluate the appropriate use of digital tools to gather, organize, analyze, and communicate information.
- **9.4.12.GCA.1** – Analyze how cultural perspectives influence communication, decision making, and problem solving.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.12.CivicsPI.1.a –** Analyze the effectiveness of the United States Constitution, Bill of Rights, and other founding documents in protecting individual rights while promoting the common good.
- **6.3.12.CivicsPD.1 –** Develop and evaluate solutions to local, state, national, or global issues by using evidence from multiple sources and considering diverse perspectives.

Comprehensive Health and Physical Education:

- **2.3.12.HCDM.4 –** Evaluate how public health policies and decisions influence individual and community health.
- **2.3.12.HCDM.6 –** Analyze how scientific evidence and reliable information inform health-related decision making.

Computer Science and Design Thinking:

- **8.2.12.ITH.3** – Evaluate the reliability, accuracy, and credibility of information obtained from digital sources.

Visual and Performing Arts:

- **1.5.12prof.Re7a** – Analyze how visual imagery communicates ideas, perspectives, and meaning.

Unit Understandings:

Students will understand that…

Big Idea: Engaging with Texts

- **EU 1.1** Close, critical reading of complex literary and nonfiction texts leads to a deeper understanding of the explicit and implicit meanings of the works.
- **EU 1.2** Evaluating an argument is a complex task that includes analyzing stated and implied claims, logical reasoning, supporting evidence, and stylistic elements.
- **EU 1.4** A text may be read in conversation with other texts or in the broader context in which it was written or read.

Big Idea: Constructing Texts

- **EU 2.1** Composing is a recursive process that can be used to explore ideas and illuminate concepts for both the writer and the reader.
- **EU 2.2** Constructing an argument is a crucial skill with importance in academic, civic, social, and workplace settings.

Big Idea: Focusing on Language

- **EU 3.1** Critical readers develop a sense of word consciousness that motivates them to investigate word meanings.
- **EU 3.2** Precise word choice and compelling language patterns can stir the thoughts, emotions, and actions of readers.
- **EU 3.3** Conventions of Standard English are used to aid the reader's understanding, and authors may use or defy these conventions to achieve different stylistic effects.

Big Idea: Entering the Conversation

- **EU 5.1** Academic discourse requires collaboration to advance and deepen understanding of topics or texts.

Unit Essential Questions:

- How can multiple sources be synthesized to develop a well-supported argument?
- How do authors use claims, evidence, and reasoning to influence an audience?
- Why is evaluating the credibility and relevance of sources essential when constructing an argument?
- How can engaging with multiple perspectives strengthen critical thinking and communication? (AAH, HG, LGBTQ/D, AAPI)
- What responsibilities do readers and writers have when participating in public conversations about complex issues? (AAH, HG, LGBTQ/D, AAPI)

Knowledge and Skills:

Students will know...

- The elements of an effective argument, including claims, evidence, reasoning, counterclaims, and rebuttals.
- Strategies for synthesizing ideas from multiple print, visual, and multimedia sources. (AAH, HG, LGBTQ/D, AAPI)
- Criteria for evaluating the credibility, relevance, bias, and reliability of sources. (AAH, HG, LGBTQ/D, AAPI)
- The structure and components of an evidence-based argumentative essay.
- Vocabulary in context and the nuances of academic and domain-specific language.
- The writing process, including planning, drafting, revising, editing, and reflecting on argumentative writing.

Students will be able to...

- Analyze and evaluate claims, reasoning, and evidence across multiple informational texts.

- Synthesize information from diverse sources to develop an original, evidence-based argument. (AAH, HG, LGBTQ/D, AAPI)
- Evaluate the credibility, relevance, and bias of print, digital, visual, and multimedia sources. (AAH, HG, LGBTQ/D, AAPI)
- Integrate textual evidence smoothly and effectively to support claims.
- Participate effectively in collaborative discussions by evaluating multiple perspectives and supporting ideas with evidence.
- Write argumentative essays that develop clear claims, acknowledge opposing viewpoints, and support reasoning with credible evidence.
- Revise and strengthen writing through reflection, peer feedback, and the writing process.

EVIDENCE OF LEARNING

Assessment:
What evidence will be collected and deemed acceptable to show that students truly "understand"?

- **Assess & Reflect – Learning Cycle 1:** Students analyze multiple informational texts and compose a one-paragraph synthesis argument integrating evidence from multiple sources.
- **Assess & Reflect – Learning Cycle 2:** Students evaluate the credibility, relevance, and effectiveness of multiple sources and write a two-paragraph synthesis argument that incorporates evidence from print, visual, and multimedia texts.
- **Assess & Reflect – Learning Cycle 3:** Students develop, revise, and refine a complete synthesis argument by integrating multiple perspectives, addressing counterclaims, and strengthening reasoning through evidence.
- **Pre-AP Learning Checkpoint 1 (Pre-AP Classroom):** On-demand assessment measuring students' ability to evaluate arguments, analyze multiple sources, and synthesize evidence.
- **Pre-AP Learning Checkpoint 2 (Pre-AP Classroom):** On-demand assessment measuring students' ability to construct an evidence-based argument using information from multiple sources.
- **Performance Task – Synthesis Argument Essay (Pre-AP Classroom):** Students read an unfamiliar set of informational sources and write an original argumentative essay that synthesizes evidence from multiple texts to support a well-reasoned claim.

Learning Activities:
What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Pre-AP Model Lessons: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18
- Use of Quill.org and Vocabulary.com for skill-building
- Language and Writing Workshops from SpringBoard for grammar, vocabulary, research, and argumentative writing development
- Scaffolded text-dependent questions
- Collaborative discussions, academic conversations, and peer feedback
- Close reading and annotation of informational, argumentative, visual, and multimedia texts
- Evaluation of claims, evidence, reasoning, source credibility, and bias
- Synthesis of ideas across multiple texts and media
- Modeling and guided practice in writing evidence-based argumentative essays
- Graphic organizers to organize claims, evidence, counterclaims, and source connections
- Analysis of political cartoons, infographics, graphs, and Supreme Court opinions

- Chunked texts and scaffolded questioning for language learners and students with IEPs
- Research and source evaluation activities emphasizing credibility and reliability

Specific Readings:

- *The Philosophy of Literary Form* (excerpt) — Kenneth Burke
- *The First Amendment* (U.S. Constitution excerpt)
- *Tinker v. Des Moines* (Supreme Court opinion excerpts)
- *The Cow-Pock or the Wonderful Effects of the New Inoculation!* — James Gillray (political cartoon)
- *About Edward Jenner* — Jenner Institute
- *On Immunity: An Inoculation* (excerpt) — Eula Biss
- Infographic on Herd Immunity
- *Jacobson v. Massachusetts* (Supreme Court opinion excerpts)
- *For the Herd's Sake, Vaccinate* — Steven L. Weinrab
- *Vaccine Controversy Shows Why We Need Markets, Not Mandates* — Ron Paul
- *Laws Are Not the Only Way to Boost Immunization — Nature*
- Graph of Measles Cases vs. Vaccine Coverage
- *Measles: A Dangerous Illness* — Roald Dahl
- *Mandatory Vaccination Is Not the Answer to Measles* — Bob Sears

RESOURCES

Teacher Resources:

Pre-AP English 2 Pacing Guide

- Pre-AP Classroom Platform (Model Lessons, Learning Checkpoints, Performance Tasks)
- Pre-AP English 2 Course Guide
- Quill.org and Vocabulary.com for supplemental practice

***Note:** Teacher must be signed into an authorized College Board account to access links to Pre-AP Classroom.*

Equipment Needed:

- Student devices
- Newline board
- Access to the Pre-AP Classroom Platform

UNIT 4 OVERVIEW

Content Area: English Language Arts

Unit Title: Purpose in Poetry and Prose: Analyzing Works That Praise, Mourn, or Mock

Target Course/Grade Level: Pre-AP English 2/Grade 9

Unit Summary:

When learning how to approach poetry, it may help students to think of poems as delicate machines that express emotion. Sure, they have important parts (what Mary Oliver calls "language devices"), but students should never lose sight of the overall purpose of poetry—to express meaning and emotion. In Unit 4, students explore poetry through this lens by prioritizing the speaker's purpose and tone while appreciating how the various poetic devices work together to achieve those purposes.

In the model lessons, texts have been categorized into three broad categories: works that praise, works that mourn, and works that mock. Through close reading and analysis, students discover that poetry and prose often serve multiple purposes simultaneously. For example, Martín Espada's *"Alabanza: In Praise of Local 100"* demonstrates that it may not be possible to mourn those lost without first celebrating their lives. Likewise, Stephen Sondheim's lyrics to "America" from *West Side Story* skillfully alternate among praising, mourning, and mocking. Students analyze how authors use tone, imagery, figurative language, structure, and other literary devices to communicate complex ideas and emotions.

"...the poem is not an exercise. It is not 'wordplay.' Whatever skill or beauty it has, it contains something beyond language devices, and has a purpose other than itself."— **Mary Oliver, *A Poetry Handbook***

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Reading:

- **RL.CR.9–10.1.** Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- **RL.CI.9–10.2.** Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- **RL.IT.9–10.3.** Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- **RL.TS.9–10.4.** Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

- **RL.PP.9–10.5.** Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- **RL.MF.9–10.6.** Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
- **RL.CT.9–10.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

Writing:

- **W.IW.9–10.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
    A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
    B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
    C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
    D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
    E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **W.NW.9–10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
    A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
    B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
    C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
    D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
    E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **W.WP.9–10.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **W.RW.9–10.7.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes,

and audiences.

Speaking and Listening:

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

Language:

- **L.SS.9–10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
    - A. Use parallel structure.
    - B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
    - C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
    - D. Use a colon to introduce a list or quotation.
    - E. Recognize spelling conventions.
- **L.KL.9–10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
    - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
    - B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
    - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **L.VL.9–10.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
    - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

Career Readiness, Life Literacies, and Key Skills:

9.4.12.IML.1 – Critically evaluate information, media, and sources for accuracy, relevance, credibility, and bias.
9.4.12.CT.2 – Evaluate multiple perspectives and use evidence to support reasoned conclusions.
9.4.12.TL.2 – Evaluate the appropriate use of digital tools to gather, organize, analyze, and communicate information.
9.4.12.GCA.1 – Analyze how cultural perspectives influence communication, decision making, and problem solving.
9.4.12.CI.1 – Demonstrate the ability to reflect on ideas, experiences, and perspectives to enhance creativity and communication.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.12.HistoryCA.14.a** – Analyze how literature and the arts reflect the political, social, and cultural conditions of their time.
- **6.3.12.CivicsDP.2** – Use evidence from multiple perspectives to evaluate how individuals and groups communicate ideas and influence society.

Comprehensive Health and Physical Education:

- **2.1.12.SEM.1 –** Analyze how self-awareness, empathy, and effective communication contribute to healthy relationships and emotional well-being.

Visual and Performing Arts:

- **1.3A.12prof.Re8a –** Interpret and support conclusions about the expressive intent and meaning of literary, dramatic, or musical works using evidence from the text or performance.
- **1.5.12prof.Cn11a –** Analyze how works of art reflect the values, beliefs, and traditions of diverse cultures and historical periods.

Unit Understandings:

Students will understand that…

Big Idea: Constructing Texts

- **EU 2.1** Composing is a recursive process that can be used to explore ideas and illuminate concepts for both the writer and the reader.
- **EU 2.3** Writing an analysis requires interpreting the relevant details and features of a work and explaining their relationship to the meaning of the work as a whole.

Big Idea: Focusing on Language

- **EU 3.1** Critical readers develop a sense of word consciousness that motivates them to investigate word meanings.
- **EU 3.2** Precise word choice and compelling language patterns can stir the thoughts, emotions, and actions of readers.
- **EU 3.3** Conventions of Standard English are used to aid the reader's understanding, and authors may use or defy these conventions to achieve different stylistic effects.

Big Idea: Investigating Through Research

- **EU 4.1** Research is a powerful, recursive process used to gain knowledge, solve problems, make informed decisions, and enhance understanding.
- **EU 4.2** Research presentations and reports include new findings as well as a synthesis of the prior research of others.

Big Idea: Entering the Conversation

- **EU 5.1** Academic discourse requires collaboration to advance and deepen understanding of topics or texts.
- **EU 5.2** Effective speakers design and deliver presentations according to their subject, purpose, audience, and occasion.

Unit Essential Questions:

- How do poets and authors use literary devices to communicate purpose and meaning? (AAH, HG, LGBTQ/D, AAPI)
- In what ways do imagery, figurative language, tone, and structure work together to create an emotional impact?
- How does analyzing a speaker's perspective deepen our understanding of a literary work?
- How can comparing multiple literary works enhance our understanding of universal themes and human experiences? (AAH, HG, LGBTQ/D, AAPI)
- Why is close reading essential for interpreting complex poetry and prose? (AAH, HG, LGBTQ/D, AAPI)

Knowledge and Skills:

Students will know…

- Literary elements such as imagery, symbolism, figurative language, tone, speaker, structure, and sound devices.
- How poets and authors use literary and stylistic choices to praise, mourn, mock, or express complex ideas and emotions. (AAH, HG, LGBTQ/D, AAPI)
- The structure and components of an effective literary analysis essay.
- Strategies for analyzing poetry and prose through close reading and textual evidence. (AAH, HG, LGBTQ/D, AAPI)
- Vocabulary in context and the nuances of figurative and connotative language.
- The writing process, including planning, drafting, revising, editing, and reflecting on literary analysis writing.

Students will be able to...

- Analyze how literary devices contribute to an author's purpose and the overall meaning of a text. (AAH, HG, LGBTQ/D, AAPI)
- Analyze the speaker's perspective, tone, and use of figurative language in poetry and prose.
- Compare how multiple literary works explore similar themes or purposes using different stylistic approaches. (AAH, HG, LGBTQ/D, AAPI)

- Cite strong and relevant textual evidence to support literary analysis.
- Participate effectively in collaborative discussions about complex literary texts.
- Write an evidence-based literary analysis essay that clearly explains how literary elements develop meaning.
- Revise and refine writing based on feedback to strengthen analysis, organization, and clarity.

EVIDENCE OF LEARNING

Assessment:
What evidence will be collected and deemed acceptable to show that students truly "understand"?

- **Assess & Reflect – Learning Cycle 1:** Students analyze how a poet uses literary devices, imagery, and tone to develop purpose in a one-paragraph poetry analysis.
- **Assess & Reflect – Learning Cycle 2:** Students compare two poems by analyzing how each speaker uses figurative language, structure, and tone to praise, mourn, or reflect, writing a two-paragraph literary analysis.
- **Assess & Reflect – Learning Cycle 3:** Students develop and revise a complete literary analysis essay evaluating how an author or lyricist uses literary techniques to achieve purpose and create meaning.
- **Pre-AP Learning Checkpoint 1 (Pre-AP Classroom):** On-demand assessment measuring students' ability to analyze poetic language, tone, and literary craft.
- **Pre-AP Learning Checkpoint 2 (Pre-AP Classroom):** On-demand assessment measuring students' ability to analyze multiple literary texts and explain how authors develop purpose through poetic techniques.
- **Performance Task – Poetry Analysis Essay (Pre-AP Classroom):** Students analyze an unfamiliar poem or set of poems, explaining how literary devices, structure, and tone work together to develop the speaker's purpose and overall meaning.

Learning Activities:
What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Pre-AP Model Lessons: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10
- Use of Quill.org and Vocabulary.com for skill-building
- Language and Writing Workshops from SpringBoard for grammar, vocabulary, and literary analysis writing
- Scaffolded close reading and annotation of poetry and prose
- Analysis of speaker, tone, mood, imagery, symbolism, figurative language, and sound devices
- Collaborative discussions, Socratic Seminars, and peer feedback
- Modeling and guided practice in writing literary analysis
- Graphic organizers for analyzing theme, purpose, and literary devices
- Poetry comparison activities across multiple authors and genres
- Oral readings and performance of poetry to analyze rhythm, pacing, and tone
- Analysis of song lyrics as poetry
- Chunked texts and scaffolded questioning for language learners and students with IEPs
- Opportunities for creative response and reflection through poetry

Specific Readings:

- *Joyas Voladoras* — Brian Doyle
- *Ode to the Table* — Pablo Neruda

- *Digging* — Seamus Heaney
- *Alabanza: In Praise of Local 100* — Martín Espada
- *One Art* — Elizabeth Bishop (LGBTQ/D)
- *On Turning Ten* — Billy Collins
- *The War Works Hard* — Dunya Mikhail (HG)
- *The History Teacher* — Billy Collins (HG)
- *America* (from *West Side Story*) — Stephen Sondheim (music by Leonard Bernstein)

RESOURCES

Teacher Resources:

- Pre-AP English 2 Pacing Guide
- Pre-AP Classroom Platform (Model Lessons, Learning Checkpoints, Performance Tasks)
- Pre-AP English 2 Course Guide
- Quill.org and Vocabulary.com for supplemental practice

***Note:** Teacher must be signed into an authorized College Board account to access links to Pre-AP Classroom.*

Equipment Needed:

- Student devices
- Newline board
- Access to the Pre-AP Classroom Platform