Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: English
Course: English 1
Grade: 9

Course Overview

English I provides students with skills and experiences to communicate effectively through written and oral language and to develop a personal voice as a writer and participant in the classroom. Students will read a variety of texts pertaining to the idea that life is a metaphorical journey fraught with obstacles to be transcended and epiphanies to be revealed. Students will discover that language is a dynamic instrument for learning and reflection. They will analyze how word choice and structure shape meaning and tone in narrative texts. Students will also produce narrative and expository writing pieces that are developed by organized writing techniques. Furthermore, students will have opportunities to prepare and participate in more formal presentations, such as speeches, panel discussions, and debates, while adapting speech to a variety of contexts and communicative tasks. Development of vocabulary, research, and study skills will empower students to become more articulate consumers and producers of language. Students will acquire and apply 21st century skills in technology and media as well as global literacy as part of the curriculum.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the New Jersey Student Learning Standards,

Content Area 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).

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.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

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

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.

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

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

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

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

Speaking and 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.

Interdisciplinary Standards:

Social Studies Standards:
6.2.12.HistoryUP.5.a: Analyze the responses of individuals, groups, and governments to the human rights violations during the Holocaust and other genocides.
6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of total war.
6.2.12.CivicsPI.5.a: Analyze how totalitarian regimes used propaganda, intimidation, and terror to control domestic populations and expand their influence.
6.3.12.CivicsPR.1: Analyze the impact of current practices and laws affecting First Amendment rights (e.g., freedom of speech, expression, press, and assembly).
6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the effectiveness of specific social movement strategies.
6.1.12.CivicsDP.13.a: Analyze the impact of marginalized groups' struggle for civil rights, social justice, and equality over time.
6.1.12.HistoryUP.2.a: Using primary sources, describe the various cultural, economic, and social origins of immigrants and evaluate the factors that influenced their decisions to migrate.
6.3.12.HistoryCA.1: Analyze current events and contemporary issues using media literacy skills to identify bias, point of view, and context.
6.3.12.CivicsPD.1: Develop a claim supported by evidence regarding a local, national, or global issue and present recommendations for action.
6.1.12.HistorySE.14.a: Explore multiple perspectives on a historical event using primary and secondary sources to construct an evidence-based narrative.
6.2.12.GeoGE.1.a: Compare and contrast the geographical, political, and social conditions that influenced the expansion of ancient and classical civilizations.

Career Readiness, Life Literacies and Key Skills Standards:

Career Ready Practices
CRP 1. Act as a responsible and contributing citizen and employee.
CRP 2. Apply appropriate academic and technical skills.
CRP 3. Attend to personal health and financial well-being.
CRP 4. Communicate clearly and effectively and with reason.
CRP 5. Consider the environmental, social and economic impacts of decisions.
CRP 6. Demonstrate creativity and innovation.
CRP 7. Employ valid and reliable research strategies.
CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP 9. Model integrity, ethical leadership and effective management.

CRP 10. Plan education and career paths aligned to personal goals.
CRP 11. Use technology to enhance productivity.
CRP 12. Work productively in teams while using cultural global competence.

Computer Science and Design Thinking Standards:

New Jersey Curriculum Mandates:

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- Diversity and Inclusion (Grades K - 12)
- Holocaust & Genocide Education (Grades K - 12)
- Amistad Act (Grades K - 12)
- Climate Change Education (Grades K - 12)
- Asian Americans and Pacific Islanders (Grades K - 12)
- History and Contributions of Individuals with Disabilities and LGBTQ persons (Grades 6 - 12 Only)

Learning Objectives

Through a variety of experiences with language, students:

- Distinguish between the literal and figurative meanings of words and phrases.
- Explain the meaning and function of specific words and phrases in a text.
- Use context clues and knowledge word roots and denotative meanings and connotative meanings.
- Identify and analyze the function of figurative language including symbolism, imagery, similar, metaphor, personification, euphemism, oxymoron, allusion, etc.
- Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- Use common conventions of Standard English grammar and mechanics effectively, including parallel structure, semicolon, colon, and various types of phrases.
- Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- Analyze and explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.
- Use words, comparisons, and syntax to convey a specific tone or style in an argument.
- Write sentences that clearly convey ideas and arguments.

Through a variety of reading experiences, students:

- Make relevant connections and inferences to support analysis of literary elements—including characterization, setting, plot, conflict, point of view, theme, and figurative language—in a text both literally and figuratively.
- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
- Explain the function of a character changing or remaining unchanged.
- Explain the function of contrasting characters.
- Describe how textual details reveal nuances and complexities in characters' relationships with one another.
- Explain how a character's own choices, actions, and speech reveal complexities in that character and explain the function of those complexities.
- Identify and analyze how plot orders events in a narrative.
- Analyze the function of a particular sequence of events in a plot.

- Analyze the function of structure in a text.
- Analyze the function of contrasting elements (characters, settings, themes, etc.) within a text.
- Analyze the function of a significant event or related set of significant events in a plot.
- Analyze the narrative point of view or perspective within a literary text.
- Identify and describe the narrator or speaker of a text.
- Identify and explain the function of point of view in a narrative.
- Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
- Identify and articulate themes of a literary text and analyze its development and impact on the work as a whole.
- Analyze and evaluate multiple versions of a text through other media (film, performance, visual art, etc.) in contrast to the written text.
- Analyze how an author integrates historical and cultural elements of a time period into a narrative.
- Identify and describe specific textual details that convey or reveal a setting.
- Analyze the function of setting in a narrative.
- Analyze the relationship between a character and a setting.
- Practice citing and analyzing textual evidence in informational texts to support analysis.
- Determine and summarize the central ideas of an informational text, and analyze how it is developed throughout the text.
- Analyze an author's line of reasoning and explain whether and how it supports an argument's overarching thesis and purpose.
- Explain how the organization of a text creates unit and coherence and reflects a line of reasoning.
- Recognize and explain the use of methods of development to accomplish a purpose.
- Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 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.
- Analyze and synthesize textual evidence from informational texts to support a debatable and tenable interpretation or argument.
- Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.

Through a range of writing experiences, students:

- Write arguments supporting claims valid reasoning and relevant and sufficient evidence.
- Write with their intended audience in mind.
- Practice writing engaging opening sentences to pull the audience into their writing.
- Write clear, supported, and well-organized analysis of complex ideas, concepts, and information.
- Use textual evidence to draw conclusions about literary elements including characterization, setting, plot, conflict, point of view, and figurative language.
- Compare and contrast one character to another in the text.
- Write narratives to develop real or imagined experiences or events.
- Study models to understand the structure of a personal narrative (hook, anecdote, reflection on anecdote's lesson, clincher) and use these models to guide their writing.
- Use the writing process—planning, outlining, drafting, conferencing, editing, revising—to complete complex writing tasks.
- Create an outline during the planning process.
- Use purposeful diction, syntax, and literary devices to create their own unique voice.
- Conduct peer editing and revision of writing.
- Conduct short as well as more sustained research tasks.

- Conduct and present research about a historical figure, time period, or event.
- Synthesize multiple sources on a given topic.
- Gather relevant information from multiple sources, using advanced searches effectively.
- Use technology to research, develop, and publish writing.
- Evaluate sources in answering research questions.
- Create an annotated bibliography that shows the ability to summarize and evaluate sources.
- Integrate information into the text clearly and fluidly.
- Avoid plagiarism and follow a standard MLA format for citation.
- Create an MLA formatted works cited page.
- Write routinely over extended time frames for a range of tasks, purposes, and audiences.

Through a variety of speaking and listening experiences, students:

- Participate in a range of classroom discussions in pairs, groups, and as a whole class.
- Build on an existing idea.
- Respond to a variety of opinions and practice respectfully disagreeing with peers.
- Collaborate through discussion to reach a higher understanding of the text.
- Integrate information and evaluate the credibility and accuracy of each source.
- Focus on logic and evidence to support arguments and respond to others' claims.
- Practice evaluating a speaker's rhetoric, arguments, claims, evidence, and point of view as an audience.
- Practice assessing information presented orally through active listening.
- Conduct research, look for patterns in sources, and organize the information in a logical manner for a presentation or speech.
- Select a topic that will appeal to an audience of peers.
- Justify arguments and claims with sufficient and relevant evidence.
- Use rhetorical devices and appeals in a speech or presentation.
- Incorporate digital media and visual displays in a presentation or speech.
- Practice speaking in different contexts, both formal and informal, and with different goals.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit: Drama (4 Weeks)

- How are dramas structured in both traditional and non-conventional ways to tell a story?
- How is characterization in a drama conveyed through the use of dialogue, action, appearance, soliloquies, etc.?
- How does a playwright use stage directions to create a mood in a scene?
- How does the staging and setting of a drama contribute to the effect of a work?
- How does reading a drama without access to the visual staging impact the reader's experience?
- How can the various ways in which lines might be delivered in a drama impact an understanding of the meaning and tone of the words and actions?
- How do diction and the details that a narrator or speaker offers (or does not offer) convey a particular perspective, ambiguity, and/or inconsistency and convey nuances and complexities in character relationships?
- How do a character's contradictory or inconsistent traits contribute to a reader's understanding of the character's complexity?
- How does a conflict contribute to meaning in the whole work?
- How does the resolution or continuation of a conflict affect a reader's experience with the text?

Unit: Literary Fiction (4 Weeks)

- What can authors do in their writing to get their point across?
- Why and how should a reader make inferences?
- In what way can an author's purpose be conveyed through the characters in the text?
- Which words, phrases, and details contribute to a character's characterization?
- What provokes a character to change or remain unchanged?
- How do details in a text convey or reveal one or more aspects of a setting (e.g., location, time of day, year, season, geography, culture)?
- How do a text's various settings contribute to meaning and its overall effect?
- Why and how do authors move the plot of a story?
- What is the relationship of a section of a text to the text's setting, character, plot, conflict, point of view, thematic idea, or other literary elements?
- What ideas, traits, or values are emphasized in a contrast or conflict between characters?
- How does an event or related set of events contribute to meaning in the whole work?
- From whose perspective is the work written and how do those perspectives reinforce the author's message?
- What is the difference between a first-person point of view and third-person point of view, and how does the particular point of view used in a text affect the details and information presented to a reader?
- How do symbolic objects, actions, events, characters, and settings contribute to a text's complexity and to the meaning of the work as a whole?
- What associations do images or imagery evoke?
- How does a comparison through a metaphor contribute to meaning in the text?
- How does an allusion affect a reader's experience with a text?

Unit: Narrative Nonfiction (autobiography/memoir) (4 Weeks)

- What provoked or inspired the writer to develop this text?
- How does the writer incorporate the facts and remembered events when crafting their narrative?
- What experiences does the writer attempt to convey, and how have those experiences shaped the author's sense of self?
- Where in the text does the writer share his or her reflections ?
- What elements of historical context—time, place, setting, events—does the author provide to add to the narrative?
- How does the author structure the sequence of the narrative throughout the work (chronological, non-linearly, through flashbacks, etc.)?
- What aspects of the writer's experiences share parallels with issues and events in our world today or with universal human experiences?

Unit: Poetry (4 Weeks)

- Who is the speaker in a poem and how does the speaker reflect or differ from the poet's voice?
- What form does a poem take, and what is the function of the form as it relates to the poet's intent or purpose?
- What language, both literal and figurative, does a poet use to achieve a poetic intent?
- What imagery is employed in the poem to evoke a response or mood in the reader?
- What is the context or setting in which the poem takes place and how is it conveyed through diction and imagery?
- What poetic elements of sound, rhythm, meter, rhyme, alliteration, etc. does the poem employ, and what effect does it have on the meaning and effect of the poem as a whole?
- What tone is conveyed toward the subject of the poem, and what words or images contribute to establishing the tone?
- What words or images act as symbols in the poem, and what ideas are they intended to represent?

- What themes or ideas in a poem can be connected to those of other poems or texts?

Unit: Short Fiction (4 Weeks)

- What drives the character to think, feel, and/or act in the manner he or she does?
- How do comparable traits of two or more characters contrast?
- What is the relationship between a setting's historical time period and a character?
- How does a particular sequence of events affect the presentation and/or development of characters and conflict?
- How does the resolution or continuation of a conflict affect a character, plot, narrator, or speaker, etc.?
- How does an event create anticipation or suspense in a reader?
- Who is the narrator or speaker of a text?
- To what extent can a narrator or speaker of a first-person point of view narrative be trusted?
- Which object, action, or event represents an idea or concept beyond itself?
- What is the background of the person, place, object, event, literary work, or idea that is referenced in the text?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students. During independent reading activities, students may utilize books from the school library and ones brought from home. Teachers will utilize a wide variety of print, audio and visual texts throughout the year. Below is a list of frequently used materials:

Whole-Class / Book Circle Texts (Fiction/Drama):
Speak by Laurie Halse Anderson
A Gathering of Old Men by Ernest J. Gaines
The Old Man and the Sea by Ernest Hemingway
The Odyssey by Homer
The Secret Life of Bees by Sue Monk Kidd
A Separate Peace by John Knowles
Monster by Walter Dean Myers
Animal Farm by George Orwell
All Quiet on the Western Front by Erich Maria Remarque
A Long Way Down by Jason Reynolds
The Little Prince by Antoine de Saint-Exupery
Julius Caesar by William Shakespeare
Much Ado About Nothing by William Shakespeare
Lost in Yonkers by Neil Simon
Of Mice and Men by John Steinbeck

Whole-Class / Book Circle Texts (Nonfiction):
Hiroshima by John Hersey
Coming of Age in Mississippi by Anne Moody
When I was Puerto Rican by Esmerelda Santiago
Living up the Street by Gary Soto
Maus by Art Spiegelman
Maus II by Art Spiegelman
With Their Eyes by Annie Thoms

Alternative Selections & Supplemental Texts:
This I Believe

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Journal writing
- Small Group Discussions
- Book Club Discussions
- Passage close-reading / annotations
- Passage Analysis
- Socratic Seminar
- Quizzes

Summative:

- Expository / Analytical essay
- Argumentative Essay
- Narrative essay
- Synthesis of Research
- Formal presentation
- End-of-Book / Unit Test

Benchmark:

- Vocabulary Quizzes
- Grammar, Mechanics and Usage Quizzes
- Reading comprehension / Critical Reading Quiz
- Short passage analysis / expository essay
- Short argumentative essay

Alternative:

- Presentation
- Speech
- Performance
- Visual or Digital Media Project

Suggested Strategies for Modification & Differentiation

Modifications Chart