

9th Honors English Curriculum updated August 2024

Grade 9: Honors English

Black Horse Pike Regional School District English Language Arts Curriculum

[Grading Policy](#) (link)



COURSE SYLLABUS

Overall Course Description:

Prerequisite: Students will be recommended to this course based upon a rigorous selection process involving a review of standardized test scores and achievement in English Language Arts courses. Summer reading assignments are required.

This is the first step in a four-year English program for highly-talented students. Students read poetry, short stories, novels, and a Shakespearean play. It is expected students in this course will read extensively and probe into literary analysis. Supplementary work requires independent acquisition of vocabulary knowledge; understanding and application of grammatical conventions; and establishment of sound academic habits and strong study skills. Students will be expected to work diligently to complete course requirements and meet personal goals. Assignments and projects in the summer and culminating activities throughout the year are required.

Units	Timeframe	Focus Standards:	
Unit 1: The Novel	Approximately 10 weeks (September - mid November)	Reading RL.CR.9–10.1. RL.CI.9–10.2. Writing W.IW.9–10.2. W.RW.9–10.7	Speaking and Listening SL.PE.9–10.1. SL.AS.9–10.6 Language L.SS.9–10.1 L.VL.9–10.3
Unit 2: Short Fiction and Nonfiction	Approximately 10 weeks (mid November - January)	Reading RL.CR.9–10.1. RL.IT.9–10.3. RL.PP. 9–10.5. Writing W.AW.9–10.1. W.RW.9–10.7	Speaking and Listening SL.UM.9–10.5. Language L.SS.9–10.1
Unit 3: Research and Argument	Approximately 10 weeks (February - March)	Reading RI.CR.9–10.1. RI.CI.9–10.2. RI.IT.9–10.3. RI.TS.9–10.4.	Speaking and Listening SL.II.9–10.2. SL.ES.9–10.3 Language

		RI.PP.9–10.5. RI.MF.9–10.6. RI.AA.9–10.7. RI.CT.9–10.8..  <u>Writing</u> W.AW.9–10.1. W.WR.9–10.5..  W.SE.9–10.6.	L.KL.9–10.2
Unit 4: Poetry and Drama	Approximately 10 weeks (April - June)	<u>Reading</u> RL.TS.9–10.4. RL.MF.9–10.6. RL.CT.9–10.8 <u>Writing</u> W.NW.9–10.3. W.WP.9–10.4	<u>Speaking and Listening</u> SL.II.9–10.2. SL.PI.9–10.4 SL.UM.9–10.5 <u>Language</u> L.KL.9–10.2. L.VI.9–10.4.

Unit 1: The Novel

Timeframe	10 weeks
Unit 2 Overview	<p>This unit is designed to enhance students' understanding of the elements of the novel and how an author's life and experiences affect the construction of it. It seeks to guide students in making self, societal, historical, cultural and contemporary connections within the whole-class novel. Elements such as plot, characters, conflict, symbolism, theme, motif and figurative language will be discussed and analyzed, with a more intense focus on theme. This analysis will extend to an independent reading text as well. Students will engage in several activities throughout this unit such as annotated close reading of a novel and supplementary materials, collaborative and independent assignments, discussions, and Socratic Seminar in order to cultivate the following skills: critical reading, speaking, listening, writing, thinking from various perspectives, time management, vocabulary, and grammar.</p>
Essential Questions: These establish inquiry to align the unit's assignments and assessments	<ul style="list-style-type: none"> What are the major literary devices used in a novel? What factors shape a reader's interpretation of a piece of literature? Why are good reading strategies and reading literature necessary? How does the novel reflect the author's life, the norms, and the language of the time period? <p>The Catcher in The Rye by J.D. Salinger or Jasmine by Bharati Mukherjee:</p> <ul style="list-style-type: none"> What effects can an environment have on a person's physical, mental, social, and emotional well-being? Why is the protagonist relatable to teenagers today? How does the author's writing style evolve the protagonist? <p>To Kill A Mockingbird by Harper Lee or Internment by Samira Ahmed:</p> <ul style="list-style-type: none"> What are the similarities/differences between the novel's version of America and current America? Why can the novel be considered historical fiction? How has the role/status of women changed over the decades? <p>Fahrenheit 451 by Ray Bradbury or Klara and the Sun by Kazuo Ishiguro:</p> <ul style="list-style-type: none"> What elements are necessary for the preservation of a civilization? Why are emotions essential to humanity?

	<ul style="list-style-type: none"> How does the novel offer warnings/lessons to contemporary readers?
Assessment These establish objectives to unify the unit's essential questions and assessment targets connected to standards	<p>Summative/Performance Assessments Plan</p> <p>MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade</p> <ol style="list-style-type: none"> Writing Workshop (20%): Literary Analysis with a focus on 1 of the following: theme, symbol, motif, character development- Resource #1, Resource #2, Resource #3, Resource #4, Resource #5 Performance Assessment (based on in-class or independent reading novel; 20%): Project with a focus on 1 of the following: theme, symbol, motif, character development, figurative language- Resource #1, Resource #2, Resource #3, Resource #4, Resource #5 <p>MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 9-10th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> Quizzes Socratic Seminar Presentations Reading Checks <p>1 These assessments may include, but are not limited to, Socratic Seminar, close readings for TKAM / C in the R/ F451 , annotations, short responses, 2-part questions, art responses, grammar demonstrations</p> <p>PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 9th grade writing skills, speaking and listening skills, and language skills.</p> <p>1 These may include, but are not limited to Resource #1, Resource #2, Resource #3, Resource #4, Resource #5, Resource #6, Resource #7, Resource #8, Resource #9, Resource #10, Resource #11</p>
Learning Targets These establish objectives to unify the unit's essential questions and assessment targets connected to standards	<p>Reading</p> <p>SWBAT: Make connections between the in-class novel, independent reading novel, and informational texts.</p> <ul style="list-style-type: none"> Essential Question: How can we relate different texts to one another to deepen our understanding of themes and topics? <p>SWBAT: Cite support for their interpretations in both verbal and written formats.</p> <ul style="list-style-type: none"> Essential Question: How does evidence from a text strengthen an argument or interpretation? <p>SWBAT: Decipher between a topic and a theme in a text.</p> <ul style="list-style-type: none"> Essential Question: What is the difference between the subject of a story and its deeper message? <p>SWBAT: Summarize a text in verbal and written formats.</p> <ul style="list-style-type: none"> Essential Question: Why is summarizing an essential skill in understanding and communicating key ideas from a text? <p>SWBAT: Identify and analyze a theme within a text.</p> <ul style="list-style-type: none"> Essential Question: How can we determine the central theme of a work, and why is it significant? <p>SWBAT: Evaluate a character's motivations for action.</p> <ul style="list-style-type: none"> Essential Question: What motivates characters in literature, and how does this influence the plot? <p>SWBAT: Consider the perspectives of others in both literary and real-life contexts.</p> <ul style="list-style-type: none"> Essential Question: Why is it important to understand different perspectives in literature and in life? <p>SWBAT: Explain how an author's life influences their work.</p> <ul style="list-style-type: none"> Essential Question: How can an author's personal experiences shape the themes and characters in their writing? <p>SWBAT: Understand how an author's use of grammar and diction develops the plot and characters.</p> <ul style="list-style-type: none"> Essential Question: How do an author's word choices and sentence structures contribute to a story's development? <p>SWBAT: Critique the similarities and differences between various interpretations of a text.</p> <ul style="list-style-type: none"> Essential Question: How can different interpretations of the same text lead to a richer understanding of its meaning?

	<p>SWBAT: Illustrate how culture affects the construction and reception of a text.</p> <ul style="list-style-type: none"> • Essential Question: How does culture influence both the creation of a text and the way readers interpret it? <p><u>Writing</u></p> <p>SWBAT: Compose short responses, paragraphs, and essays reflecting a variety of narrative and grammatical techniques.</p> <ul style="list-style-type: none"> • Essential Question: How can different writing techniques impact the effectiveness of our writing? <p>SWBAT: Peer and self-edit their writing for improvement.</p> <ul style="list-style-type: none"> • Essential Question: Why is the revision process important in creating strong, clear writing? <p>SWBAT: Engage in writing conferences to receive and provide feedback.</p> <ul style="list-style-type: none"> • Essential Question: How does constructive feedback improve our writing? <p>SWBAT: Write self-reflections and journal entries to explore personal insights and progress.</p> <ul style="list-style-type: none"> • Essential Question: Why is self-reflection important in the writing process? <p>SWBAT: Participate in timed writing activities to develop fluency and efficiency.</p> <ul style="list-style-type: none"> • Essential Question: How can timed writing activities help us become more effective writers under pressure? <p><u>Language</u></p> <p>SWBAT: Utilize a variety of sentence structures to enhance their writing.</p> <ul style="list-style-type: none"> • Essential Question: How does sentence variety improve the flow and readability of a piece of writing? <p><u>Speaking & Listening</u></p> <p>SWBAT: Justify their positions and listen to those of their peers in Socratic Seminar discussions.</p> <ul style="list-style-type: none"> • Essential Question: How can we respectfully defend our opinions while considering the views of others? <p>SWBAT: Experiment with a variety of speaking formats: partner, small group, whole group, and independent.</p> <ul style="list-style-type: none"> • Essential Question: Why is it important to adapt our speaking style to different situations and audiences? <p>SWBAT: Deliver coherent presentations demonstrating good audibility, eye contact, body language, and content.</p> <ul style="list-style-type: none"> • Essential Question: What are the key components of an effective presentation? <p>SWBAT: Modify their speech for the appropriate purpose and audience.</p> <ul style="list-style-type: none"> • Essential Question: How does adjusting our language and tone for different audiences improve communication? 		
Vocabulary	<p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> 1. Academic Integrity 2. Annotation 3. Antagonist 4. Colloquial 5. Connotation 6. Denotation 7. Diction 8. Dynamic Character 9. Exposition 10. Figurative Language 11. Flashback 12. Foreshadowing 13. Frame (narrative) 14. Imagery 15. Motif 16. Novel 17. Theme 18. Tone 19. Plagiarism 	<p>Content-specific vocabulary students may learn during reading:</p> <ul style="list-style-type: none"> • Student generated word lists • <i>The Catcher in The Rye</i>: Ch 1-12, Ch 13-end, Resource #1, Resource #2 • <i>To Kill A Mockingbird</i>: Ch 1-7, Ch 8-end, Resource #1, Resource #2 • <i>Fahrenheit 451</i>: Part I, Part II, Part III <p>Resource #1, Resource #2, Resource #3, Resource #4</p>	<p>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</p> <p>As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.</p>

	20. Protagonist 21. Static Character 22. Symbolism		
Tier 1 Strategies to benefit all learners	<ol style="list-style-type: none"> 1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students. 		
Resources	<p><u>Whole Class Novel Options:</u></p> <p>Classic Options: <i>To Kill a Mockingbird</i> by Harper Lee, <i>The Catcher in the Rye</i> by J.D. Salinger, <i>Fahrenheit 451</i> by Ray Bradbury (Film versions of the novel may be used to support or compare to original novel; for example, <i>To Kill a Mockingbird</i>)</p> <p>Contemporary Options: <i>Klara and the Sun</i> by Kazuo Ishiguro, <i>Internment</i> by Samira Ahmed, <i>Jasmine</i> by Bharati Mukherjee, <i>Educated</i> by Tara Westover</p> <p>Independent Reading Novel Suggestions</p> <p><u>Supplementary Nonfiction:</u> Resource #1, Resource #2, Resource #3, Resource #4, Resource #5, Resource #6, Resource #7, Resource #9</p> <p>Supplementary resources relative to context or themes in the novels: Independent Reading Novel Suggestions</p>		

	<p>Common Lit Actively Learn</p> <p>1. Grammar Resource #1, Grammar Resource #2, Grammar Resource #3, Grammar Resource #4</p>
<p>Standards</p> <p>English Language Arts: 9-10 ELA Standards</p>	<p><u>Reading</u></p> <p>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 an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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).</p> <p>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 of 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.</p> <p><u>Writing</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>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.</p> <p>W.RW.9-10.7. Write routinely over extended time frames (with time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>Speaking & Listening</u></p> <p>SL.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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.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.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>

	<p><u>Language</u></p> <p>LSS.9-10.1 Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Use parallel structure</p> <p>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.</p> <p>C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely relate independent clauses,</p> <p>D. Use a colon to introduce a list or quotation.</p> <p>E. Recognize spelling conventions</p>
<p>Interdisciplinary Connections & Standards</p> <p>Visual and Performing Arts: Standards</p> <p>Social Studies/History: Standards</p> <p>21st Century Skills, Technology, Career Education: Standards</p>	<p>Social Studies/History:</p> <ul style="list-style-type: none"> 6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history. <p>Visual and Performing Arts:</p> <ul style="list-style-type: none"> 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted work <p>21st Century Skills, Technology, Career Education:</p> <ul style="list-style-type: none"> 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
<p>Accommodations & Modifications</p>	<p><u>Accommodations and Modifications (Do not remove links)</u></p> <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> Provide supplementary or lengthier texts with higher-level questions Provide enrichment activities Use inquiry-based practices and allow student opportunities to conduct additional research Provide assessment or assignment choices that require more detail and deeper understanding Provide additional questions that prompt extensions of understanding Require research for projects in a specified format Provide assessment choices that require more detail and deeper understanding <p>Special Education Accommodations/Modifications</p> <p>504 Accommodations/Modifications</p> <p>MLL Accommodations/Modifications</p>

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Timeframe	10 weeks
Unit 2 Overview	<p>This unit is designed to aid students in understanding the elements of and literary devices in short fiction and non-fiction, while also enhancing deeper critical reading skills such as analysis of characters, examination of cultural experiences/traditions, and interpretation of societal norms. It seeks to guide students through the identification and evaluation of main ideas, conflicts, and structures of a story and how they are purposefully developed. Students will annotate a variety of diverse close readings of short fiction and nonfiction to engage in a variety of activities: complete an independent reading assignment that analyzes narrative elements, collaborate with peers on written and spoken tasks, participate in Socratic Seminar to build speaking and listening skills, investigate the meanings and uses of language to expand their vocabulary, write regularly to develop personal style, and conduct self-reflections to evaluate progress. This unit aims to expose students to pieces that showcase a spectrum of perspectives so that they may widen their knowledge base in order to make more meaningful connections. Class activities and assignments will demonstrate understanding of unit content, as well as how that content relates to their own lives and the society in which they live.</p>
Essential Questions: These establish inquiry to align the unit's assignments and assessments	<ul style="list-style-type: none"> • What is the relationship between decisions and consequences? • What is changeable within ourselves? • Why is conflict necessary? • Why are there universal themes in literature—that is, themes that are of interest or concern to all cultures and societies? • How do authors use narrative techniques, rhetorical devices, and structure to convey meaning and ideas? • How do our values, beliefs, and culture shape who we are as individuals and influence our behavior?
Assessment	<p>Summative/Performance Assessments Plan</p> <p>MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade</p> <ol style="list-style-type: none"> 1. Writing Workshop (20%): Argument or Literary Analysis with a focus on one of the following: literary devices, conflict, character types, structure- Resource #1, Resource #2, Resource #3 2. Performance Assessment (based on in-class or independent reading; 20%): Resource #1, Resource #2, Resource #3, Resource #4, Resource #5 <p>MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 9-10th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> 1. Quizzes 2. Socratic Seminar 3. Presentations 4. Reading Checks <p>These assessments may include, but are not limited to close readings, annotations, presentations, 2 part questions, Socratic Seminar, short responses, electronic/hard copy assignments based on mini-lessons related to grammar, vocabulary, and short fiction/non-fiction elements- Resource #1, Resource #2, Resource #3, Resource #4, Resource #5, Resource #6, Resource #7</p> <p>PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 9th grade writing skills, speaking and listening skills, and language skills.</p>
Learning Targets These establish objectives to unify the unit's essential questions and assessment targets connected to standards	<p>Reading</p> <ul style="list-style-type: none"> • SWBAT: Use context clues to infer the meaning of new vocabulary and the author's intentions. <ul style="list-style-type: none"> ◦ Essential Question: How can context clues help us understand unfamiliar vocabulary and the author's purpose? • SWBAT: Justify their interpretations of a text through verbal and written support. <ul style="list-style-type: none"> ◦ Essential Question: How can we provide evidence to support our interpretations of a text? • SWBAT: Consider the interpretations of their peers. <ul style="list-style-type: none"> ◦ Essential Question: Why is it important to listen to and consider different interpretations of a text? • SWBAT: Extract central ideas from a text.

- Essential Question: How do we identify and extract the central ideas in a text?
- SWBAT: Examine how an author develops a central idea through specific language.
 - Essential Question: How does the author's use of language help to develop a central idea?
- SWBAT: Differentiate between summarizing and paraphrasing.
 - Essential Question: What is the difference between summarizing and paraphrasing, and when is each appropriate?
- SWBAT: Analyze how the construction of a text affects its meaning.
 - Essential Question: How does the way a text is constructed influence its meaning?
- SWBAT: Form connections to a text through the author, personal experience, or topic.
 - Essential Question: How can we make personal, experiential, or thematic connections to a text?
- SWBAT: Examine how culture affects an author and the composition of a text.
 - Essential Question: How does an author's culture influence the way they write and the themes they explore?
- SWBAT: Discover the role and value of rhetorical devices in a text.
 - Essential Question: What role do rhetorical devices play in shaping an author's message?
- SWBAT: Extract and elaborate on themes from a text.
 - Essential Question: How can we identify and expand upon the themes within a text?
- SWBAT: Produce a coherent summary of a text.
 - Essential Question: How can we create a clear and concise summary of a text's key ideas?
- SWBAT: Trace how an author develops a character, theme, or conflict over the course of a text.
 - Essential Question: How do authors develop characters, themes, or conflicts throughout a text?
- SWBAT: Compare and contrast themselves with the characters they meet in a text.
 - Essential Question: How does comparing ourselves to characters help us understand both the text and our own experiences?

Writing

- SWBAT: Defend their claims using specific support, proper citations, appropriate tone, and good grammar.
 - Essential Question: How do we effectively defend our claims in writing?
- SWBAT: Demonstrate understanding of basic MLA principles.
 - Essential Question: What are the key principles of MLA formatting, and why are they important?
- SWBAT: Participate in self and peer editing, as well as writing conferences.
 - Essential Question: How can the editing and conferencing process improve our writing?
- SWBAT: Write journal entries, drafts, short responses, and a persuasive essay.
 - Essential Question: How can writing in various forms (journal entries, drafts, essays) help us develop our ideas?

Speaking & Listening

- SWBAT: Justify their positions and listen to those of their peers in a Socratic Seminar.
 - Essential Question: How do Socratic Seminars encourage deeper understanding and respectful discourse?
- SWBAT: Experiment with a variety of speaking formats: partner, small group, whole group, and independent.
 - Essential Question: How do different speaking formats influence the way we communicate and collaborate?
- SWBAT: Initiate conversations and pose questions in small and whole group formats.
 - Essential Question: Why is it important to initiate and sustain academic conversations with our peers?
- SWBAT: Deliver coherent presentations that display good audibility, eye contact, and body language, as well as good content.
 - Essential Question: What makes a presentation effective, both in content and delivery?
- SWBAT: Modify their speech for the appropriate audience and purpose.
 - Essential Question: How do we adjust our speech to fit different audiences and purposes effectively?

Language

	<ul style="list-style-type: none"> • SWBAT: Identify various parts of speech and understand their purpose. <ul style="list-style-type: none"> ◦ Essential Question: Why is it important to recognize and understand the parts of speech in writing and communication? • SWBAT: Discriminate between denotation and connotation and choose words for the appropriate tone and purpose. <ul style="list-style-type: none"> ◦ Essential Question: How does the connotation and denotation of words influence our choice of language for a specific tone or purpose? • SWBAT: Acquire and incorporate new vocabulary into their speaking and writing. <ul style="list-style-type: none"> ◦ Essential Question: How does expanding our vocabulary improve our communication skills? • SWBAT: Recognize literary devices in a text and explain their effects. <ul style="list-style-type: none"> ◦ Essential Question: How do literary devices enhance the meaning and impact of a text? • SWBAT: Compose original pieces that display proper use of literary devices. <ul style="list-style-type: none"> ◦ Essential Question: How can we use literary devices in our own writing to convey meaning and engage readers? 		
Vocabulary	<p>Discipline-specific vocabulary used throughout the unit:</p> <p><i>Students will engage with these discipline-specific words throughout the unit:</i> Resource #1, Resource #2, Resource #3</p> <ol style="list-style-type: none"> 1. allusion 2. anti-hero 3. appositive 4. audibility 5. capitalization 6. conflict 7. dialog 8. dramatic/ verbal/ situational irony 9. flat/ round character 10. foil 11. hyperbole 12. inflection 13. metaphor 14. MLA format 15. mood 16. parallel structure 17. plot diagram 18. rhetoric 19. satire 20. simile 21. simple/ compound/ complex sentence 22. tone 23. tragic hero 	<p>Content-specific vocabulary students may learn during reading:</p> <ul style="list-style-type: none"> - Student generated word lists - Words pulled from short stories suggested for this unit: Resource #1, Resource #2, Resource #3, Resource #4 	<p>The Online Membean Vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</p> <p>As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.</p>
Tier 1 Strategies to benefit all learners	<ol style="list-style-type: none"> 1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 		

	<ol style="list-style-type: none"> 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.
Resources	<p>Whole Class and/or Independent Options</p> <p>Short Fiction: “The Bass, the River, and Sheila Mant” by J.D. Wetherell, “Harrison Bergeron” by Kurt Vonnegut, “The Stolen Party” by Lilita Hecker, “A Pair of Silk Stockings” by Kate Chopin, “The Gift of the Magi” by O. Henry, 25 short stories by authors of color, Adding A Global Perspective: Diverse Short Stories To Teach, 6 Inclusive Short Stories for Secondary ELA</p> <p>Short Non-Fiction: “Marigolds” by Eugenia Collier, “Fish Cheeks” by Amy Tan, “Can Animals Think?” by Eugene Linden, “Community Service and You” by T.J. Saftner, “A Country Divided” by Patricia McMahon, “Internment” by Margaret McCrory, “Teaching Chess, and Life” by Carlos Capellan, “The Grandfather” by Gary Soto, “How to Eat a Guava” by Esmerelda Santiago, “A Whole Nation and a People” by Harry Mark Petrakis, “No Speak English” from <i>The House on Mango Street</i> by Sandra Cisneros, “Accomplishing Big Things in Small Pieces” from <i>This I Believe</i> by William Wissemann, “Why I Want a Wife” by Judy Brady, Short Texts by LGBTQ+ Authors for Secondary ELA</p> <p>Resource #1, Resource #2, Resource #3, Resource #4, Resource #5, Resource #6, Resource #7</p> <p>Grammar- simple/ compound/ complex sentences, parallel structure, MLA format, appositive: Resource #1, Resource #2, Resource #3, Resource #4, Resource #5</p> <p>Supplementary resources relative to context or themes in the short stories: NYTimes Common Lit Actively Learn</p> <p>Independent Reading Novel Suggestions</p>
Standards	<p>Reading (Fiction & Nonfiction)</p> <p>RI.CR.910.1. 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.</p> <p>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.</p> <p>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.</p> <p>RI.PP.9-10.5 Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating</p>
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outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
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.

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 (with time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Students will write journal entries, drafts, short responses, and a persuasive essay

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.

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 writing, speaking, reading, or listening,

A. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VI.9-10.4 Demonstrate understanding of figurative language, word relationships and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

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).

Speaking & 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



	<p>peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>
<p>Interdisciplinary Connections & Standards</p> <p>Visual and Performing Arts: Standards</p> <p>Social Studies/History: Standards</p> <p>21st Century Skills, Technology, Career Education: Standards</p>	<p>Social Studies/History:</p> <ul style="list-style-type: none"> 6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history. <p>Visual and Performing Arts:</p> <ul style="list-style-type: none"> 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work. <p>Career, Key Skills, and Life Literacies:</p> <ul style="list-style-type: none"> 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
Accommodations & Modifications	<p><u>Accommodations and Modifications (Do not remove links)</u></p> <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> Provide supplementary or lengthier texts with higher-level questions Provide enrichment activities Use inquiry-based practices and allow student opportunities to conduct additional research Provide assessment or assignment choices that require more detail and deeper understanding Provide additional questions that prompt extensions of understanding Require research for projects in a specified format Provide assessment choices that require more detail and deeper understanding <p>Special Education Accommodations/Modifications</p> <p>504 Accommodations/Modifications</p> <p>MLL Accommodations/Modifications</p>

Unit 3: Research and Argument	
Timeframe	10 weeks
Unit 2 Overview	<p>This unit is designed to guide students' understanding of nonfiction writing, including how to read and think critically about academic and informational texts, how to interpret parts of and create an academic argument using multiple, credible sources. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about real world topics and controversies ... and uses inquiry to engage students in learning processes that develop critical thinking about argument and nonfiction writing, and its use in the real world to influence change. Students will analyze and evaluate informational, persuasive, and argumentative texts as they consider real-world connections to controversial topics and to experiences relevant to the cultures of learners in the classroom. Students will have agency to create written and visual projects to demonstrate understanding of nonfiction. Assessment will engage students in data collection and review, critical thinking and writing, and research paper planning and writing, and be used to evaluate students' understanding of rhetoric, persuasion, and integration of information from multiple sources.</p>
Essential Questions: These establish objectives to unify the unit's essential questions and assessment targets connected to standards	<ul style="list-style-type: none"> • When and how should writers use outside sources, such as scientific studies, to develop a topic or argument? • Why is it important to understand both the arguments writers make, as well as the informational texts they use to construct them? • How does learning more about the world around us inform who we are, and the decisions we make? <p>Note: Questions used to prompt learning in particular lessons will be more specific to content and skill development.</p>
Assessment	<p>Summative/Performance Assessments Plan</p> <p>MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade</p> <ol style="list-style-type: none"> Research Paper (20%) <ol style="list-style-type: none"> using at least 3 sources from a range of media, students will gather information on a controversial topic of interest, and use the research and resulting analysis to make real world connections regarding that topic depending on their evaluation of each argument's strengths and weaknesses. See folder of materials for this unit for outline samples and rubrics SWBAT formulate a clear thesis statement addressing a controversial issue, supported by comprehensive research and analysis of multiple sources. SWBAT demonstrate proficiency in evaluating the credibility and relevance of sources, integrating diverse perspectives to construct a well-supported argument. Performance Assessment : Informational/Argument Reading Assessment* (20%) <ol style="list-style-type: none"> students will demonstrate the ability to comprehend, categorize, analyze, and think critically about a piece of informational text. two-part multiple choice and open-ended response as well as annotations for elements of rhetoric <p>MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 9-10th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> Quizzes Socratic Seminar

3. Presentations
4. Reading Checks

[Click Here for a Folder of Assessments and Resources!](#)

PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 9th grade writing skills, speaking and listening skills, and language skills.

-  RI.CT.9–10.8. Climate Change Example: Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
-  W.WR.9–10.5. Climate Change Example: Students may use relevant scientific and related informational texts to research the local effects of climate change on the local economy.

Learning Targets

These establish objectives to unify the unit's essential questions and unit targets

Reading

- SWBAT: Accurately cite strong textual evidence to support their analysis of informational and argumentative texts.
 - Essential Question: How does citing strong textual evidence strengthen an argument or analysis?
- SWBAT: Make connections to support analysis of informational and argumentative texts.
 - Essential Question: How do connections between texts and real-world issues deepen our understanding of an argument?
- SWBAT: Analyze how authors build effective academic arguments.
 - Essential Question: What techniques do authors use to construct persuasive academic arguments?
- SWBAT: Provide an objective summary of informational and argumentative texts.
 - Essential Question: Why is it important to summarize a text without bias?
- SWBAT: Compare and analyze how different parts of a text, word choice, and structure are used to develop an argument.
 - Essential Question: How does an author's word choice and text structure contribute to the strength of their argument?
- SWBAT: Evaluate how new or different perspectives and information can change a reader's perspective.
 - Essential Question: How can encountering new perspectives influence the way we understand a text or issue?
- SWBAT: Practice describing and evaluating claims within texts.
 - Essential Question: What makes a claim effective, and how can we evaluate its strength?
- SWBAT: Assess the reasoning behind claims made in informational texts.
 - Essential Question: How can we determine if the reasoning behind a claim is logical and sound?
- SWBAT: Assess the arguments made in speeches and documents of historical and literary significance.
 - Essential Question: How do speeches and historical documents shape our understanding of key issues in history and literature?
- SWBAT: Evaluate the efficacy and reasoning of arguments in texts of historical and literary significance.
 - Essential Question: What factors determine whether an argument is effective and convincing?

Writing

- SWBAT: Create an outline for, and write, a research paper on a controversial topic.
 - Essential Question: How does a well-structured outline contribute to the effectiveness of a research paper?
- SWBAT: Gather information from multiple, credible sources.
 - Essential Question: Why is it important to use credible sources in academic research?
- SWBAT: Provide in-depth discussion of the controversy and the claims on both sides.

	<ul style="list-style-type: none"><ul style="list-style-type: none">Essential Question: How can discussing multiple perspectives on a controversy lead to a more balanced analysis?SWBAT: Evaluate and determine the strength and validity of each argument.<ul style="list-style-type: none">Essential Question: What criteria can be used to determine the validity of an argument?SWBAT: Evaluate the implications of their findings on the real-world issue.<ul style="list-style-type: none">Essential Question: How do the arguments in a research paper relate to real-world issues?SWBAT: Demonstrate an understanding of the process of researching, preparing sources, outlining, developing, and editing a draft over short and long-term deadlines.<ul style="list-style-type: none">Essential Question: How does breaking the research and writing process into stages improve the quality of the final paper?SWBAT: Use methods of reliable research to gather and analyze information.<ul style="list-style-type: none">Essential Question: What research methods ensure that the information gathered is reliable and relevant?SWBAT: Gauge the credibility or bias of sources.<ul style="list-style-type: none">Essential Question: How can we identify bias in a source, and why is it important to assess credibility?SWBAT: Use a range of credible sources to support their understanding of a controversy and the claims made on either side to inform their writing and analysis.<ul style="list-style-type: none">Essential Question: How do diverse credible sources contribute to a well-rounded analysis?SWBAT: Evaluate the usefulness of a source before using it in their research paper.<ul style="list-style-type: none">Essential Question: What factors should be considered when determining the usefulness of a source?SWBAT: Draw information from texts to support both their overview and evaluation of arguments.<ul style="list-style-type: none">Essential Question: How can textual evidence be used to support an evaluation of arguments? <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none">SWBAT: Discuss nonfiction reading in pairs, small groups, and whole-class discussions.<ul style="list-style-type: none">Essential Question: How does discussing nonfiction texts in various formats deepen understanding and promote critical thinking?SWBAT: Share perspectives and interpretations of the text.<ul style="list-style-type: none">Essential Question: How can sharing different perspectives enhance our understanding of a text?SWBAT: Discuss and evaluate how speakers deliver arguments in a way that reinforces or detracts from rhetorical argument.<ul style="list-style-type: none">Essential Question: What delivery techniques help or hinder the effectiveness of an argument?SWBAT: Participate in discussion and debate of informational and argumentative texts.<ul style="list-style-type: none">Essential Question: How does engaging in discussion and debate sharpen our analytical skills?SWBAT: Cite content-specific language and participate effectively and respectfully in classroom debate and argument.<ul style="list-style-type: none">Essential Question: Why is it important to use content-specific language and maintain respect during debates?SWBAT: Add, agree, disagree, and refute arguments made in writing and class discussion.<ul style="list-style-type: none">Essential Question: How can we effectively agree with, challenge, or refute arguments in both written and verbal formats?			
Vocabulary	<table><tr><td>Discipline-specific vocabulary used throughout the unit:<ul style="list-style-type: none">1. logos2. pathos3. ethos4. rhetoric5. bias6. claim7. data8. warrant9. fallacy10. qualitative</td><td>Content-specific vocabulary students may learn during reading:<ul style="list-style-type: none">1. Advocate2. Appreciable3. Arbitrary4. Chronological5. Comparable6. Compile7. Concede8. Conservative9. Contend</td><td>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability. As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.</td></tr></table>	Discipline-specific vocabulary used throughout the unit: <ul style="list-style-type: none">1. logos2. pathos3. ethos4. rhetoric5. bias6. claim7. data8. warrant9. fallacy10. qualitative	Content-specific vocabulary students may learn during reading: <ul style="list-style-type: none">1. Advocate2. Appreciable3. Arbitrary4. Chronological5. Comparable6. Compile7. Concede8. Conservative9. Contend	The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability. As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.
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	11. quantitative 12. infer 13. Integrity (Academic) 14. verify	10. Credible 11. Derive 12. Devise 13. Diminutive 14. Distort 15. Eloquent 16. Evasive/Evade 17. Proponent 18. Prudent 19. Rational 20. Rebut 21. Refute 22. Skeptical 23. Stagnant 24. Supplement	
Tier 1 Strategies to benefit all learners	<ol style="list-style-type: none"> 1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students. 		
Resources	Non-fiction texts; I Have a Dream (Dr. M.L. King, Jr.), Speech at the March on Washington (J Lewis), Why School Should Start Later for Teens (TedEd - See materials folder) or other non-fiction articles or speeches.		
Standards	<u>Reading</u>		

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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.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

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.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.

	<p>Language</p> <p>L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> 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. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. D. D. Use a colon to introduce a list or quotation. E. E. Recognize spelling conventions. <p>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.</p> <ul style="list-style-type: none"> 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.
<p>Interdisciplinary Connections & Standards</p> <p>Visual and Performing Arts: Standards</p> <p>Social Studies/History: Standards</p> <p>21st Century Skills, Technology, Career Education: Standards</p>	<p>Social Studies/History:</p> <ul style="list-style-type: none"> • 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. • 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information. <p>Career Readiness, Life Literacies, and Key Skills:</p> <ul style="list-style-type: none"> • 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate • change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3). • 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. • 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
Accommodations & Modifications	<p><u>Accommodations and Modifications (Do not remove links)</u></p> <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> • Provide supplementary or lengthier texts with higher-level questions • Provide enrichment activities • Use inquiry-based practices and allow student opportunities to conduct additional research • Provide assessment or assignment choices that require more detail and deeper understanding • Provide additional questions that prompt extensions of understanding • Require research for projects in a specified format • Provide assessment choices that require more detail and deeper understanding <p>Special Education Accommodations/Modifications</p>

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Unit 4: Poetry and Drama

Timeframe	10 weeks
Unit 2 Overview	<p>This unit is designed to guide students' understanding of the elements of poetry and drama. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about the human experience and the ways in which artists use tools to express ideas in different ways, and uses inquiry to engage students in learning processes that develop critical thinking about the arts and how they are a product of and about human culture. Students will analyze and evaluate the form and function of different poems as well as the structure of drama, as they consider real-world connections to a range of poetry of different structures and types, including those relevant to the culture of learners in the classroom. Students will have agency to create poetry in the style(s) of their choosing using the fundamental elements of poetry, and to create visual projects to demonstrate their understanding of how ideas and themes can be explored in a range of different types of literature and media. Assessment will engage students in inquiry and creation of original narrative work, and be used to demonstrate their understanding of how ideas and themes can be explored in a range of different types of literature and media, specifically using the conventions of fiction, drama, and poetry.</p>
Essential Questions: These establish objectives to unify the unit's essential questions and assessment targets connected to standards	<ul style="list-style-type: none">● How and why do artists share their work in different and creative ways?● How does the structure of a text or work affect the audience's interpretation of the work?● What are the benefits and risks of questioning the social order?● How do people's beliefs, ethics, or values influence different peoples' behavior?● How are people transformed by their relationships with others?● Why is it important for people and cultures to create narratives about their experience?
Assessment	<p>Summative/Performance Assessments Plan</p> <p>MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade</p> <ol style="list-style-type: none">1. Narrative Essay<ol style="list-style-type: none">a. SWBAT: Develop a well-structured narrative essay that includes a clear beginning, middle, and end, effectively using narrative techniques such as dialogue, pacing, and description to convey experiences or events. <i>See unit resources for assignment sheets samples and rubrics</i>b. SWBAT make deliberate choices and take risks in writing to achieve specific effects.2. Performance Assessment must align with 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). Students will investigate an essential question relevant to the studied drama, seeking to answer that question through different media and text types including non-fiction, historical texts, visual art, and poetry.

	<p>a. SWBAT analyze how an author’s choices affect meaning, impact, and how authors develop and refine main ideas through their choices of character, speaker, plot, and figurative language in poetry and drama.</p> <p>b. SWBAT analyze and integrate multiple interpretations of a text presented in different formats (e.g., play adaptations, poetry readings) and analyze the juxtaposition of different characters’ perspectives in drama to evaluate why authors choose different structures and how reading multiple texts on the same topic broadens perspective.</p> <p>MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 9-10th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> 1. Quizzes 2. Socratic Seminar 3. Presentations 4. Reading Checks <p style="text-align: center;">Click Here for a Folder of Assessments and Resources!</p> <p>PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 9th grade writing skills, speaking and listening skills, and language skills.</p>
<p>Learning Targets</p> <p>These establish objectives to unify the unit’s essential questions and unit targets</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> • SWBAT: Determine one or more themes of a literary text. <ul style="list-style-type: none"> ◦ Essential Question: How do we identify the central themes in a literary work? • SWBAT: Analyze how an author develops themes over the course of the text. <ul style="list-style-type: none"> ◦ Essential Question: How do authors develop and reveal themes throughout a literary text? • SWBAT: Analyze how different parts and elements of a text, citing evidence, shape a reader’s understanding of the text. <ul style="list-style-type: none"> ◦ Essential Question: How do specific parts of a text contribute to our overall understanding of its message? • SWBAT: Analyze and discuss how an author chooses to structure a text. <ul style="list-style-type: none"> ◦ Essential Question: How does the structure of a text impact its meaning and effect on the reader? • SWBAT: Discuss the author’s lens (using historical context, biographical info) in a text and how that affects the creation and interpretation of the work. <ul style="list-style-type: none"> ◦ Essential Question: How do an author’s background and historical context influence the way a text is written and interpreted? • SWBAT: Read and view the same scene in multiple formats or across multiple media, focusing on the elements emphasized in each. <ul style="list-style-type: none"> ◦ Essential Question: How does the presentation of a scene change when portrayed in different media or formats? • SWBAT: Analyze how the same or similar ideas or themes are represented in different texts and media (Performance Assessment). <ul style="list-style-type: none"> ◦ Essential Question: How do different texts and media represent the same themes in unique ways? <p><u>Writing</u></p> <ul style="list-style-type: none"> • SWBAT: Create and construct an original narrative (short story or narrative essay). <ul style="list-style-type: none"> ◦ Essential Question: What are the key elements that make an original narrative compelling? • SWBAT: Demonstrate understanding of the elements of short fiction. <ul style="list-style-type: none"> ◦ Essential Question: What are the essential elements of short fiction, and how do they contribute to a complete story? • SWBAT: Take risks and use feedback in writing original works. <ul style="list-style-type: none"> ◦ Essential Question: How can experimenting with different ideas and incorporating feedback improve our writing? • SWBAT: Set out a problem and particular lens, or point of view, in a narrative work. <ul style="list-style-type: none"> ◦ Essential Question: How does presenting a problem from a specific perspective shape the direction and impact of a narrative?

	<ul style="list-style-type: none"> • SWBAT: Create a climax and reasonable resolution that flows from the narrative at hand. <ul style="list-style-type: none"> ◦ Essential Question: How do a story's climax and resolution create a satisfying narrative arc? • SWBAT: Demonstrate understanding of the conventions of narrative writing. <ul style="list-style-type: none"> ◦ Essential Question: What are the conventions of narrative writing, and how do they guide the creation of a coherent story? <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • SWBAT: Read aloud and discuss with the class dramatic and poetic readings. <ul style="list-style-type: none"> ◦ Essential Question: How does reading a text aloud change our understanding or interpretation of it? • SWBAT: Discuss the use of literary and poetic devices in poems with partners and in whole-class discussion. <ul style="list-style-type: none"> ◦ Essential Question: How do literary and poetic devices enhance the meaning of a poem? • SWBAT: Engage in academic discussion of texts studied in class effectively and respectfully. <ul style="list-style-type: none"> ◦ Essential Question: Why is it important to maintain respect and clarity during academic discussions? • SWBAT: Participate in a mini-Socratic seminar on the essential question (for performance assessment). <ul style="list-style-type: none"> ◦ Essential Question: How can collaborative discussion help us explore complex questions and deepen our understanding of texts? • SWBAT: Use a range of media to present findings to the class (performance assessment, class discussion). <ul style="list-style-type: none"> ◦ Essential Question: How can using different media enhance the way we communicate our ideas to an audience? • SWBAT: Cite specific elements of a text to support analysis in discussions and presentations. <ul style="list-style-type: none"> ◦ Essential Question: Why is it important to use specific evidence from the text when making an argument or analysis? <p><u>Language</u></p> <ul style="list-style-type: none"> • SWBAT: Discriminate between denotation and connotation and choose words for the appropriate tone and purpose. <ul style="list-style-type: none"> ◦ Essential Question: How does the connotation and denotation of words influence our choice of language for a specific tone or purpose? • SWBAT: Acquire and incorporate new vocabulary into their speaking and writing. <ul style="list-style-type: none"> ◦ Essential Question: How does expanding our vocabulary improve our communication skills? • SWBAT: Recognize literary devices in a text and explain their effects. <ul style="list-style-type: none"> ◦ Essential Question: How do literary devices enhance the meaning and impact of a text? • SWBAT: Compose original pieces that display proper use of literary devices. <ul style="list-style-type: none"> ◦ Essential Question: How can we use literary devices in our own writing to convey meaning and engage readers? 		
Vocabulary	<p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> 1. monologue 2. Aside 3. Blank Verse 4. Comic Relief 5. Couplet 6. Drama 7. Dramatic Irony 8. Dialogue 9. Free Verse 10. Iambic Pentameter 11. Monologue 	<p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> 1. alter 2. adverse 3. combatant 4. congenial 5. conspire 6. doleful 7. drudgery 8. fickle 9. idealistic 10. imply 11. impose 12. incessant 	<p>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</p> <p>As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.</p>

	12. Poetry 13. Pun 14. Rhyme Scheme 15. Soliloquy 16. Stanza 17. Tragedy 18. Tragic Flaw	13. intervene 14. perilous 15. provoke 16. seclusion 17. subside 18. salvage 19. rift 20. retort 21. revile 22. trivial 23. yearn	
Tier 1 Strategies to benefit all learners	<ol style="list-style-type: none"> 1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students. 		
Resources	<p>Whole Class Drama - Romeo and Juliet, Othello, Merchant of Venice (Shakespearean Tragedy)</p> <p>Independent Reading* - Drama or Novel, student choice</p> <p>Poetry - selections of modern and classical poetry;</p> <p>Sonnets 18 and 30 (William Shakespeare)</p> <p>Poems from Prentice Hall Literature, Grade 9 (see text for full selection)</p> <p>Samples from a range of historical and cultural places - Harlem Renaissance, slam poetry, free verse, odes;</p>		

	Nonfiction - reading on elements of poetry, poets, historical context
Standards English Language Arts: 9-10 ELA Standards	.
Interdisciplinary Connections & Standards Visual and Performing Arts: Standards Social Studies/History: Standards 21st Century Skills, Technology, Career Education: Standards	Visual and Performing Arts: <ul style="list-style-type: none"> 1.4.12adv.Re7a: Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work. 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work. 1.4.12acc.Re9a: Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work. 1.4.12acc.Cn11b: Explore how personal beliefs and biases can affect the interpretation of data applied in devised or scripted theatre work. Career, Life Literacies, and Key Skills: <ul style="list-style-type: none"> T9.4.12.Cl.1: taking risks and failure are a part of the learning and writing process
Accommodations & Modifications	<p><u>Accommodations and Modifications (Do not remove links)</u></p> <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> Provide supplementary or lengthier texts with higher-level questions Provide enrichment activities Use inquiry-based practices and allow student opportunities to conduct additional research Provide assessment or assignment choices that require more detail and deeper understanding Provide additional questions that prompt extensions of understanding Require research for projects in a specified format Provide assessment choices that require more detail and deeper understanding <p>Special Education Accommodations/Modifications</p> <p>504 Accommodations/Modifications</p> <p>MLL Accommodations/Modifications</p>