

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

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| Course Name: College Prep English I | Grade Level(s): 9 |
| Department: English | Credits: 5 |
| BOE Adoption Date: October 2017 | Revision Date(s): October 2019 |

ABSTRACT

In Academic English 9, the students will closely and critically read complex works of literature and informational texts. In writing and through class discussions, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their literary and cultural knowledge by reading great classic and contemporary works representative of various time periods, cultures, and worldviews. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand increasingly complex texts. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to revise and edit their writing over multiple drafts. Writing tasks include literary analysis, research papers, creative writing, narratives, and argumentative and explanatory essays. At the Academic level, the students will complete the following to develop their literacy and writing skills: (1) Students determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. (2) Students analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (3) Students analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States. (4) Students cite strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text. (5) Students analyze various accounts of a subject told in different mediums (such as a person's life story recounted in print, video, and multimedia), determining which details are emphasized in each account. (6) Students identify and evaluate the reasoning used in historical documents, including the application of constitutional or legal principles. (7) Students support arguments in an analysis of challenging topics or texts using valid reasoning and relevant and sufficient evidence. (8) Students conduct short- and long-term research projects to answer a question or solve a problem. (9) Students understand the role that figurative language plays in a text. (10) Students participate effectively in group discussions, expressing ideas clearly and persuasively and building on the ideas of others. (11) Students construct various writing genres that introduce a topic and develop it with well-chosen, relevant, and sufficient facts, extended definitions, and concrete details.

TABLE OF CONTENTS

| | |
|---|----------------|
| Mission Statement | Page 3 |
| Curriculum and Instruction Goals | Page 3 |
| How to Read this Document | Page 3 |
| Terms to Know | Pages 4 |
| Pacing Guide | Pages 6 |
| Curriculum Units | Page 14 |

Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.

10. **Modification(s): *Modifications*** are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing

Course Title: Academic English 9

Prerequisite(s): Grade 8 English Language Arts

| Unit Title | Duration/Month(s) | Related Standards | Learning Goals | Topics and Skills |
|--|--|--|--|--|
| <p>Unit 1: Making Evidence-Based Claims</p> | <p>8 weeks</p> <p>September/October/November</p> | <p>Power Standards</p> <p>NJSLS.RL.9.3</p> <p>NJSLS.RL.9.1</p> <p>NJSLS.W.9.2</p> <p>Supporting Standards</p> <p>Reading</p> <p>NJSLS.RL.9.2</p> <p>NJSLS.RL.9.4</p> <p>NJSLS.RL.9.5</p> <p>NJSLS.RL.9.7</p> <p>NJSLS.RL.9.9</p> <p>NJSLS.RL.9.10</p> <p>NJSLS.RI.9.1</p> <p>NJSLS.RI.9.2</p> <p>NJSLS.RI.9.3</p> <p>NJSLS.RI.9.4</p> <p>NJSLS.RI.9.9</p> <p>NJSLS.RI.9.10</p> <p>Writing</p> <p>NJSLS.W.2.A-F</p> <p>NJSLS.W.9.3.A-E</p> <p>NJSLS.W.9.4</p> | <ol style="list-style-type: none"> Students will understand characterization and will be able to analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (3 weeks) Students will be able to cite strong and thorough evidence and make relevant connections to support analysis. (3 weeks) Students will be able to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly | <ol style="list-style-type: none"> Read and discuss the literary elements of various short stories and novels. Construct a summary of the literary elements of a short story. Examine the role of a variety of literary elements within a short story (including but not limited to direct and indirect characterization, setting, conflict, symbolism, irony, and theme). Analyze how characters develop over the course of a story, interact with other characters, and advance the plot or develop the theme. Compare and contrast the development of plot across a variety of short stories. Analyze how the author unfolds a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn among them. |

| Unit Title | Duration/Month(s) | Related Standards | Learning Goals | Topics and Skills |
|------------|-------------------|---|--|---|
| | | <p>NJSLS.W.9.5 NJSLS.W.9.6 NJSLS.W.9.9 NJSLS.W.9.10</p> <p>Speaking/Listening NJSLS.SL.9.1.A-D NJSLS.SL.9.2 NJSLS.SL.9.6</p> <p>Language NJSLS.L.9.1 (A-B) NJSLS.L.9.2 (A-C) NJSLS.L.9.3 (A) NJSLS.L.9.4 (A-D) NJSLS.L.9.6</p> <p>Interdisciplinary</p> <p>Technology NJSLS.TECH.8.1.12.A.1 NJSLS.TECH.8.1.12.A.3</p> <p>Career Ready Practices CPR2 CPR4 CPR6</p> | <p>and accurately through the effective selection, organization, and analysis of content. (2 weeks)</p> | <ol style="list-style-type: none"> 7. Cite explicit evidence to support analysis of text and draw inferences from the text. 8. Determine a theme or central idea of a text and analyze its development over the course of a text, including how theme emerges and is shaped and refined by specific details. 9. Create a narrative using elements learned from the literature pieces. 10. Draw and cite evidence from literary texts. 11. Produce a full paragraph that includes a topic sentence, evidence, analysis, and a closing sentence. 12. Analyze and assess several pieces of writing to add detail in order to create a stronger paragraph. 13. Work with peers to revise, edit, and improve upon initial submissions. 14. Recognize and apply the use of MLA formatting in formal writing. 15. Compare and contrast two characters from different short stories. 16. Draw evidence from literary texts and cite explicit evidence to support analysis of characters from texts. |

| Unit Title | Duration/Month(s) | Related Standards | Learning Goals | Topics and Skills |
|---|--|---|--|---|
| | | | | 17. Create a clear and concise thesis statement. |
| Unit 2: Close Reading for Complex Characterization | 8 weeks November/December/ January | <p>Power Standards: NJSLS.RL.9.6 NJSLS.RL.9.3 NJSLS.W.9.1</p> <p>Supporting Standards</p> <p>Reading NJSLS.RL.9.1 NJSLS.RL.9.2 NJSLS.RL.9.4 NJSLS.RL.9.10 NJSLS.RI.9.1 NJSLS.RI.9.2 NJSLS.RI.9.3 NJSLS.RI.9.9 NJSLS.RI.9.10</p> <p>Writing NJSLS.W.9.1.A-E NJSLS.W.9.4 NJSLS.W.9.5 NJSLS.W.9.6 NJSLS.W.9.7 NJSLS.W.9.9.B NJSLS.W.9.10</p> | <ol style="list-style-type: none"> Students will be able to analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States. (3 weeks) Students will be able to analyze how complex characters develop over the course of a text and advance the plot or develop the theme. (3 weeks) Students will be able to craft an argumentative essay, including a well-developed refutation. (2 weeks) | <ol style="list-style-type: none"> Recognize and discuss the elements of a myth and the importance of Ancient Greek Mythology in relation to the epic poem. Read and discuss an epic poem. Identify the elements of an epic hero and analyze how a character is an epic hero and compare him/her to a modern-day hero (Ex: Mahatma Gandhi). Analyze the relationship between a protagonist and other characters within an epic poem. Explore characters' development and growth throughout the text. Determine the theme and central idea of the text and analyze its development over the course of the epic poem. Critique the presentation of the epic poem in Andrei Konchalovsky's 1999 miniseries. Analyze and evaluate the power of cunning over strength and characters' relationships. Craft narrative pieces through the point of view of a character. Apply characterization to a narrative writing piece. |

| Unit Title | Duration/Month(s) | Related Standards | Learning Goals | Topics and Skills |
|---|---|---|--|---|
| | | <p>Speaking/Listening NJSLS.SL.9.1.A-D NJSLS.SL.9.2 NJSLS.SL.9.3 NJSLS.SL.9.4 NJSLS.SL.9.6</p> <p>Language NJSLS.L.9.1 (B) NJSLS.L.9.2 (A-C) NJSLS.L.9.3. (A) NJSLS.L.9.4. (A-D) NJSLS.L.9.5 (A-B) NJSLS.L.9.6</p> <p>Interdisciplinary</p> <p>Technology NJSLS.TECH.8.1.12.A.1 NJSLS.TECH.8.1.12.A.3</p> <p>Career Ready Practices CPR2 CPR4 CPR6 CPR7</p> | | <p>11. Craft an argumentative essay using textual evidence as well as a formal refutation.</p> <p>12. Draw evidence from a fiction and nonfiction text to support a thesis.</p> |
| <p>Unit 3: Using Source Material to Deepen Understanding</p> | <p>8-10 weeks February/March/April</p> | <p>Power Standards: NJSLS.RL.9.9 NJSLS.RL.9.2</p> | <p>1. Students will be able to analyze and evaluate an author’s use of source material (historical</p> | <p>1. Read and view a number of articles and photographs from the era of The Great Depression in order to make text-to-world connections while reading.</p> <p>2. Examine and discuss the impact of</p> |

| Unit Title | Duration/Month(s) | Related Standards | Learning Goals | Topics and Skills |
|------------|-------------------|---|--|--|
| | | <p>NJSLS.W.9.9</p> <p>Supporting Standards</p> <p>Reading NJSLS.RL.9.1 NJSLS.RL.9.3 NJSLS.RL.9.4 NJSLS.RL.9.5 NJSLS.RL.9.10 NJSLS.RI.9.1 NJSLS.RI.9.2 NJSLS.RI.9.3 NJSLS.RI.9.5 NJSLS.RI.9.6 NJSLS.RI.9.7 NJSLS.RI.9.8 NJSLS.RI.9.9 NJSLS.RI.9.10</p> <p>Writing NJSLS.W.9.2.A-F NJSLS.W.9.4 NJSLS.W.9.5 NJSLS.W.9.6 NJSLS.W.9.7 NJSLS.W.9.8 NJSLS.W.9.9.A-B NJSLS.W.9.10</p> <p>Speaking/Listening NJSLS.SL.9.1.A-D</p> | <p>context) to develop the characters and themes of a novel. (3 weeks)</p> <p>2. Students will be able to determine the theme(s) of a text and assess in detail its significance/influence within the text as well as within modern-day society. (4 weeks)</p> <p>3. Students will be able to draw evidence from multiple resources in order to trace the development of a concept and make connections between a text and modern-day society. (3 weeks)</p> | <p>Jim Crow Laws and our justice system on the African-American population during the 1930s.</p> <ol style="list-style-type: none"> 3. Cite textual evidence to support assertions regarding theme, setting, and characterization. 4. Examine how the title of the novel lends itself to an understanding of justice and equality. 5. Assess the significance/impact of historical context and source material in a novel. 6. Investigate what events from the story impact the maturation of characters. 7. Read excerpts from “Letter from Birmingham Jail” and connect with events and passages from the novel. 4. Utilize various websites and databases to find an abundant amount of information on a topic. 5. Read, select, and highlight critical information from sources. 6. Write a rough draft that is comprised of conducted research. 7. Use online resources to properly create a Works Cited page. 8. Properly cite resources throughout the paper using in-text, parenthetical citations. 9. Proofread and edit a first draft. 10. After crafting and editing, produce |

| Unit Title | Duration/Month(s) | Related Standards | Learning Goals | Topics and Skills |
|------------|-------------------|---|----------------|---|
| | | <p>NJSLS.SL.9.2 NJSLS.SL.9.4 NJSLS.SL.9.5 NJSLS.SL.9.6</p> <p>Language NJSLS.L.9.1 (B) NJSLS.L.9.2 (A-C) NJSLS.L.9.3 (A) NJSLS.L.9.4 (A-D) NJSLS.L.9.6</p> <p>Interdisciplinary</p> <p>Social Studies SOC.9-12.6.1.12.9 SOC.9-12.6.1.12.D.9.b SOC.9-12.6.1.12.13 SOC.9-12.6.1.12.A.13.b SOC.9-12.6.1.12.C.13.a SOC.9-12.6.1.12.D.13.a</p> <p>Technology: NJSLS.TECH.8.1.12.A.1 NJSLS.TECH.8.1.12.A.3</p> <p>Career Ready Practices CPR2 CPR4 CPR6 CPR7 CPR8</p> | | <p>a research paper.</p> <p>11. Trace a common theme/essential question between two works in order to make meaningful connections between a “classic” novel and our modern world.</p> |

| Unit Title | Duration/Month(s) | Related Standards | Learning Goals | Topics and Skills |
|--|----------------------------------|--|---|--|
| Unit 4: The Importance of Word Choice Through Close Reading | 8-10 weeks April/May/June | Power Standards NJSLS.RL.9.4 NJSLS.RL.9.2 NJSLSA.R9 Supporting Standards Reading NJSLS.RL.9.1 NJSLS.RL.9.3 NJSLS.RL.9.7 NJSLS.RL.9.9 NJSLS.RL.9.10 NJSLS.RI.9.1 NJSLS.RI.9.2 NJSLS.RI.9.7 NJSLS.RI.9.10 Writing NJSLS.W.9.2.A-F NJSLS.W.9.4 NJSLS.W.9.5 NJSLS.W.9.6 NJSLS.W.9.9.A NJSLS.W.9.10 Speaking/Listening NJSLS.SL.9.1.A-D NJSLS.SL.9.3 NJSLS.SL.9.4 | <ol style="list-style-type: none"> 1. Students will be able to assess and evaluate the impact that word choice (including figurative language) has on the tone and overall meaning of passages in a text. (3 weeks) 2. Students will be able to determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. (4 weeks) 3. Students will be able to analyze and reflect on how two or more texts address similar themes or topics in order to | <ol style="list-style-type: none"> 1. Identify the tragic pattern in a Shakespearean play. 2. Summarize plot events in the play and examine how they contribute to the plot as a whole. 3. Assess character motivation (For example, why does the Friar decide to marry Romeo and Juliet? What might be possible tragic flaws of Romeo or Juliet?). 4. Draw upon textual evidence and inferences to support assertions regarding theme or characterization. 5. Relate to characters and their motivations through song lyric analysis and exploration. 6. Critique the presentation of a Shakespearean play in a variety of film adaptations (1960 Zeffirelli, 1997 Luhrmann). 7. Analyze and evaluate the role of fate versus free will in the play. 8. Identify examples and describe the effectiveness of various literary terms used throughout the play. 9. Develop an effective informative essay, using precise textual evidence. 8. Assess the use of a variety of techniques in differing mediums in the communication of a similar |

| Unit Title | Duration/Month(s) | Related Standards | Learning Goals | Topics and Skills |
|------------|-------------------|--|---|--|
| | | <p>Language NJSLS.L.9.1 (B) NJSLS.L.9.2 (A-C) NJSLS.L.9.3 (A) NJSLS.L.9.4 (A-D) NJSLS.L.9.5 (A-B) NJSLS.L.9.6</p> <p>Interdisciplinary</p> <p>Mathematics: No specific standards, but students are graphing different passages from the play.</p> <p>Technology NJSLS.TECH.8.1.12.A.1 NJSLS.TECH.8.1.12.A.3</p> <p>Career Ready Practices CPR2 CPR4 CPR6 CPR7</p> | <p>build knowledge or to compare the approaches the authors take. (3 weeks)</p> | <p>theme (ex: Shakespeare’s text vs. a movie adaptation vs. an artistic representation).</p> |

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|---|---|
| Unit #1 – Making Evidence-Based Claims | Recommended Duration: 8 weeks – September/October/November |
| <p>Unit Description:</p> <p>Throughout the “Making Evidence-Based Claims” unit, students examine the use of literary elements in a variety of literature, including summer reading novels as well as short stories. This unit acts as a foundation for the Academic English I course; students review literary elements, including setting, point of view, characterization, irony, and theme with a focus on characterization. These skills, especially the ability to analyze character development, will continue to be unpacked and applied over the course of the school year as students move into more difficult, challenging texts.</p> <p>After reviewing literary elements, students begin their first literary analysis of the year (aside from the timed writing piece at the start of the school year to establish a “baseline” for the skills being addressed in the unit). Firstly, students will craft a narrative writing piece through creating a “This I Believe” essay. Then, focusing on one short story read in the unit, students spend time locating, describing, and explaining how literary elements help to develop the story’s theme. When students are finished gathering their textual evidence to support their claims, they take what they reviewed about well-written paragraphs in the unit and complete a literary analysis that is focused on using direct quotes as textual evidence, and analyzing that evidence to support a claim.</p> | |

| Essential Questions | Enduring Understandings |
|--|---|
| <ol style="list-style-type: none"> 1. How do outside influences and personal struggles impact who a person becomes? 2. What can I learn from literature? 3. How do authors find ways to characterize the characters of their works? 4. How can the analysis of literary elements enhance our understanding of a story? | <ol style="list-style-type: none"> 1. Our struggles make us stronger and help us to realize what it is that we stand for, while outside influences do the same; through challenging what we “think” we believe, we are able to come to a better understanding of what we do believe and how that impacts who we are as a person. 2. Literature conveys themes, conflicts, and other elements that reveal truths about our current world. 3. Authors use both direct and indirect characterization. Each method gives the reader insight into a character’s mind to discover what it is that motivates his/her choices and his/her actions, which helps readers to connect with the characters in the text. 4. Analyzing and evaluating the role of literary elements in a story often allows us to better understand the message the author is trying to communicate as these elements are used to call attention to aspects of a story that contribute to its theme. (For example, the omniscient point of |

| Essential Questions | Enduring Understandings |
|---|--|
| <p>5. How do authors convey themes/messages in their writing?</p> <p>6. Why is explanatory/analytical writing so important?</p> | <p>view in “The Gift of the Magi” helps readers see an objective view of the Dillingham’s marriage, making us further empathize with their plight and ultimately see the meaning behind their sacrifices).</p> <p>5. Authors convey themes/message in their writing through plot, characterization, and other literary elements.</p> <p>6. Writing strong body paragraphs gives the writer credibility and the reader a “full picture” of the writer’s ideas. Having adequate evidence to support a topic sentence is essential when crafting paragraphs for a variety of writing types and tasks.</p> |

| Relevant Standards | Learning Goals | Learning Objectives |
|--|---|---|
| <p>Content Standards:</p> <p>Power Standards (Primary):</p> <p>NJSLS.RL.9.3. Analyze how complex characters (with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>NJSLS.RL.9.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>NJSLS.W.9.2. Write informative/explanatory texts to examine and convey complex ideas,</p> | <p>1. Students will understand characterization and will be able to analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (NJSLS.RL.9.3.) (3 weeks)</p> <p>2. Students will be able to cite strong and thorough evidence and make relevant connections to support analysis. (NJSLS.RL.9.1) (3 weeks)</p> <p>3. Students will be able to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of</p> | <p>1. Identify the plot, setting, characterization, point of view, conflict, symbolism, and theme in classic stories or films.</p> <p>2. Cite evidence to support assertions made regarding the various literary elements.</p> <p>3. Recognize the roles of a protagonist and antagonist in a short story.</p> <p>4. Analyze how characters develop over the course of a short story.</p> <p>5. Compare and contrast the depiction of a character in different mediums.</p> <p>6. Identify a theme or central idea of a short story and analyze its development over the course of a text.</p> <p>7. Construct a summary of literary elements from short stories.</p> <p>8. Recall an objective summary of a short story.</p> |

concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Supporting Standards (Secondary):

Reading

NJSLS.RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

NJSLS.RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).

NJSLS.RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

NJSLS.RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

content. (NJSLS.W.9.2.)
(2 weeks)

9. Differentiate between a variety of literary elements and their role in a short story.
10. Define, examine, and analyze how various literary elements are used in a short story (setting, point of view, characterization, theme, symbolism, irony, and conflict).
11. Use context clues to determine the meaning of unknown words.
12. Identify various examples of the way the three types of point of view are used in a short story.
13. Compare and contrast the differences between the three points of view.
14. Define and identify the various types of characters present in short stories, films, plays, etc.
15. Interpret various quotes as a means to learn about and characterize literary characters.
16. Distinguish the various literary elements within passages from short stories read in class.
17. Identify and list the three components of a paragraph.
18. Produce one strong topic sentence, three supporting details, and one strong clincher sentence.
19. Critique an underdeveloped paragraph and add supporting details to help strengthen the paragraph.
20. Make connections between two fictional characters.
21. Classify textual evidence as being essential or non-essential.
22. Analyze and assess how authors use various literary elements to communicate a theme.
23. Cite textual evidence to support assertions.

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

NJSLS.RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

NJSLS.RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

NJSLS.RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

NJSLS.RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

24. Develop body paragraphs to support a main idea.
25. Draw conclusions based on ideas supported with textual evidence.
26. Analyze and synthesize information.
27. Critique and peer edit one essay and use critiques to help them with essay revision.
28. Construct an analysis of a work of literature that contains a main idea, strong body paragraphs, and a conclusion.
29. Participate in a variety of class discussions, formal and informal.
30. Demonstrate command of standard English grammar in writing, and adapt speech based on task and audience.
31. Apply correct use of punctuation (including colons and semi-colons).

NJSLS.RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).

NJSLS.RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

NJSLS.RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

Writing

NJSLS.W.9-10.2. Write informative/explanatory texts 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

aiding 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).

NJSLS.W.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.

NJSLS.W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLS.W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

NJSLS.W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

NJSLS.W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

B. Apply grades 9–10 Reading standards to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

NJSLS.W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking/Listening

NJSLS.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.

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.

NJSLS.SL.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.

NJSLS.SL.9-10.6. adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language

NJSLSA.L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage 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.

NJSLSA.L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation.

NJSLSA.L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

NJSLSA. L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, 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.

NJSLS.L.9-10.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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| <p>Interdisciplinary:</p> <p>Technology 8.1.12.A.1. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.3. Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>Career Ready Practices CPR2 – Apply appropriate academic and technical skills.</p> <p>CPR4 – Communicate clearly and effectively and with reason.</p> <p>CPR6 – Demonstrate creativity and innovation.</p> <p>CRP11 – Use technology to enhance productivity.</p> | | |
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| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/ Assignments (required) |
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| <ul style="list-style-type: none"> • Index card summaries • Writer’s Notebook entries • Entrance/exit tickets • “Quilt of a Country” Nonfiction Essay • Journal entries/Do Nows • One-word summary • STEAL Characterization | <ul style="list-style-type: none"> • Unit Assessment • Learning Menu #1 • Literary Analysis Essay • “This I Believe” Narrative | <ul style="list-style-type: none"> • Learning Menu #1 • “This I Believe” Narrative • Pre-Assessment (CSA 1) | <ul style="list-style-type: none"> • Unit Assessment • Learning Menu #1 • Literary Analysis Essay • Pre-Assessment (CSA 1) |

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| <ul style="list-style-type: none"> • Socratic Seminar on “The Lottery”: focus on citing evidence • One-minute essay • Think/pair/share • Concept mapping • Teacher/student conferences • White-boarding • Discussions/questioning • Graphic organizers • Double entry journals • Mid-Unit Quiz (skills-based) • Pre-assessment paragraph • Exit/entrance tickets • Practice paragraphs • Conversation calendar • Google Classroom Discussion Posts • Four-square analysis • Literary Analysis outline | | | |
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| Possible Assessment Modifications/Accommodations/ Differentiation | | | |
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| Special Education Students | ELLs (English Language Learners) | At-Risk Students | Gifted Students |
| <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Vary test formats • Vary essay lengths • Highlight key directions • Chunk projects or long-term assignments • Allow re-dos/retakes • Clarify test directions, read test questions <p><u>Modifications</u></p> | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Allow oral responses • Use multiple choice format • Read test aloud • Provide definitions of key terms in native language • Use native language for directions • Single step directions <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Allow re-dos/retakes • Vary test formats • Provide study guides or study opportunities • Chunk projects or long-term assignments <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Choice of writing topics | <p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Tiered assessments • Learning Menu(s) |

Possible Assessment Modifications/Accommodations/ Differentiation

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| <ul style="list-style-type: none"> • Oral testing (assessing reading comprehension/writing skills) • Truncated/shortened assessment • Answers to be dictated (if assessing writing skills) • Read test passages/articles aloud (if assessing reading comprehension) <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Tiered homework assignments • Choice with writing topics • Learning Menu(s) | <ul style="list-style-type: none"> • Modify test items/weighted scores • Format and length of test <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Choice with writing topics • Shorten homework and writing assignments | <ul style="list-style-type: none"> • Learning Menu(s) | |
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Instructional Strategies (refer to Robert Marzano’s 41 Elements)

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| <ul style="list-style-type: none"> • Modeling is being used during weekly instruction: Modeling of paragraph writing, modeling of Double Entry Journal submissions, modeling of short answer responses (Practicing Skills, Strategies, and Processes; Providing Resources and Guidance) • Graphic organizers are being used throughout instruction to support the writing process as well as reading comprehension and critical thinking: STEAL Chart, Double Entry Journals, 4-2-1 Organizer, Literary Analysis outlines (Identifying Critical Information; Previewing New Content; Recording and Representing Knowledge; Reviewing Content; Using Homework; Practicing Skills, Strategies, and Processes) • Comparing/contrasting to deepen understanding: Students will be comparing and contrasting the treatment of a similar subject in two different reading pieces, fiction/nonfiction (Examining Similarities and Differences; Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing) • Note-taking: Note-taking will be used throughout the unit to highlight key vocabulary words and terms that students need to know in order to reach the established Learning Goals (Providing Clear Learning Goals and Scales; Tracking Student Progress; Identifying Critical Information; Organizing Students to Interact with New Knowledge; Previewing New Content) • Monitoring during group work and the writing process: Monitoring will be employed to ensure that all students are on task, but also that they are meeting the daily objectives established (Tracking Student Progress) |
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Instructional Strategies (refer to Robert Marzano’s 41 Elements)

- Citing evidence: When establishing claims both orally and in writing (Practicing Skills, Strategies, and Processes)

Possible Instructional Modifications/Accommodations/Differentiation

| Special Education Students | ELLs (English Language Learners) | At-Risk Students | Gifted Students |
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| <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Textbooks for at-home use • Additional time for assignments • Audiobooks • Review sessions • Use of mnemonics • Preferential seating • Visual and verbal cues • Graphic organizers • Hands-on activities <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Change level of difficulty/complexity • Reading passages aloud (if working on reading comprehension) • Shortening assignment • Allow outlining, instead of writing for an essay or major project • Projects instead of written products <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Small group instruction | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Visual cues and images • Graphic organizers • Provide oral prompts • Additional time on assignments • Word Walls <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Shortening assignment • Rewording problems in simplified language <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Small group instruction • Multiple texts – use native language for Level 1 ELL students • Flexible grouping • Writer’s Notebook | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Graphic organizers • Audiobooks • Review sessions • Use of mnemonics <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Small group instruction • Flexible grouping • Tiered assignments • Writer’s Notebooks • One-on-one conferences | <p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Tiered assessments • Learning Menu(s) • Writer’s Notebook • Independent reading • One-on-one conferencing • Peer assistance |

| Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i>) | | | |
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| <ul style="list-style-type: none"> • One-on-one conferences • Multiple texts (leveled reading) • Flexible grouping • Writer's Notebook | | | |
| Unit Vocabulary | | | |
| <p>Essential: direct and indirect characterization, theme, setting, symbolism, irony, point of view, conflict, topic sentence, evidence/supporting details, analysis, thematic statement, thesis statement</p> <p>Non-Essential: protagonist, antagonist, various vocabulary words from short stories (may be tailored to each class)</p> | | | |

| Interdisciplinary (Applicable Standards) | Connections | Integration of Technology | 21 st Century Themes | 21 st Century Skills |
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| <p>Technology 8.1.12.A.1 8.1.12.A.3</p> <p>Career Ready Practices CRP2 CRP4 CRP6 CRP11</p> | | <p>Technology Used:</p> <ul style="list-style-type: none"> • Chromebooks/Laptops • iPads (optional) <p>SAMR:</p> <ul style="list-style-type: none"> • Substitution: <ul style="list-style-type: none"> ○ Students type their essays in Google Classroom. ○ Students will respond to a reading selection in a Google Doc. ○ Teacher will share a document using Google Docs for students to read. The teacher will then demonstrate annotating on the Google Doc. | <p><u> X </u> Global Awareness: Students will be reading literature from various points of view, enabling them to understand global issues through the analysis and close reading of these works of literature as well as nonfiction.</p> | <p><u> X </u> Creativity & Innovation: Students will create their own "This I Believe" essays, demonstrating originality as well as inventiveness in the literary devices they utilize in the writing.</p> <p><u> X </u> Critical Thinking and Problem Solving: Students will be analyzing and synthesizing information from multiple texts to answer questions and to identify common themes.</p> <p><u> X </u> Communication: Students will be given the opportunity to articulate their thoughts clearly and effectively through written essays, Socratic Seminars, class discussions,</p> |

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| | <ul style="list-style-type: none"> ○ Students will type an essay in Google Docs on a teacher-assigned topic. ○ Students will edit their writing in a Google Doc. The teacher can use the revision history to see the edits made. ○ Students use a teacher-created shared organizer on Google Drive. ● Augmentation: <ul style="list-style-type: none"> ○ Teacher will use the comment feature in Google Docs to respond to short answer responses and to provide feedback. ○ Students will make a copy of a Google Doc shared by their teacher. The students will use the comment tool to annotate the document. ○ Students will use Quizlet.com to learn and study vocabulary words. | | <p>and other activities.</p> <p><u> X </u> Collaboration: Students will be grouped flexibly and must be willing to assume shared responsibility, work effectively with diverse teams, and be willing to make compromises to accomplish a common goal.</p> <p><u> X </u> Collaboration: Students will be using technology to communicate information (Google Classroom discussions, essay submissions on Google Docs).</p> <p><u> X </u> Initiative & Self-Direction: Students will demonstrate commitment to learning as a lifelong process through the creation of an electronic portfolio.</p> <p><u> X </u> Social & Cross Cultural Skills: Students will be exposed to various cultures and perspectives, and they will use these experiences to increase innovation and the quality of their own work.</p> <p><u> X </u> Productivity & Accountability: Students will demonstrate diligence and a positive work ethic through tracking their own progress and becoming reflective learners.</p> |
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Resources

Summer Reading: *The Girl With All the Gifts*,

- “The Gift of the Magi” - O.Henry
- “The Lottery” – Shirley Jackson
- “Once Upon A Time” – Nadine Gordimer
- “Quilt of a Country” – Anna Quindlen
- “The Cask of Amontillado” - Edgar Allan Poe
- “The Masque of the Red Death” – Edgar Allan Poe
- “The Flowers” by Alice Walker
- Other titles as deemed appropriate by teacher
- A&E Edgar Allan Poe Biography

Unit #2 – Close Reading for Complex Characterization**Recommended Duration: 8 weeks – November/December/January****Unit Description:**

This unit focuses on utilizing Greek Mythology and other Ancient Greek texts in order to teach the importance of myths to a culture as well as a means to teach complex characterization utilized by authors through analysis of specific passages. Students will begin the unit through learning about what myths are and why they are made, which will culminate in a learning menu task. As a checkpoint, students will take a brief “What is a myth?” quiz to ensure their understanding of the Ancient Greek culture as well as myths before proceeding with the second portion of the unit.

For the remaining three weeks, students will delve into Homer’s “The Odyssey” to investigate complex characterization as well as the importance of point of view/culture in a piece of writing. The journey that Odysseus endures throughout this epic poem is a means for students to draw connections between their own journeys, as well as analyze and evaluate how and why Odysseus’ motivations change over the course of his journey. Students will demonstrate understanding of Odysseus as a complex character through crafting RAFT journal entries.

Finally, students will use their knowledge of Odysseus to argue whether or not he is a hero or historically insignificant through an argumentative writing piece. Many of the character traits seen in Odysseus as well as the struggles that he endures connect with traits and struggles still observed in modern-day society. Ultimately, this unit will force students to look at the world around them and try to determine what it is that they understand, what it is that they wish they could understand, and how these questions connect them with the Ancient Greeks.

Essential Questions

1. How do outside influences and personal struggles impact who a person becomes?
2. What is a myth? How can I use myths to learn about narrative writing?
3. How do myths shape a people?
4. What messages do myths send to future generations?

Enduring Understandings

1. Our struggles make us stronger and help us to realize what it is that we stand for, while outside influences do the same; through challenging what we “think” we believe, we are able to come to a better understanding of what we do believe and how that impacts who we are as a person.
2. A myth is a story that is created to help people better understand the world around them. Through narrative writing, students are able to not only explore their own creativity, but also investigate the unknowns of the world in which we live.
3. Myths shape a people through their messages and through the morals and ideas that they convey.
4. Myths show future generations that, regardless of time and place, human cultures have the ability to make an eternal impact on the world in which we live.
5. A character’s personality traits can have both a positive and negative influence on a story’s plot and characters. When characters fail to see

| Essential Questions | Enduring Understandings |
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| <p>5. When does a character’s positive personality trait become a tragic flaw?</p> <p>6. How do the attributes of a hero change and/or remain the same over time?</p> <p>7. How do the decisions and actions of characters reveal their personalities and motivations?</p> | <p>their own human flaws, the decisions they make can ultimately lead a character or those close to him/her to a tragic demise.</p> <p>6. Through a close analysis and comparison of various heroes, we find that heroes can emerge from a variety of cultures, have many different personalities, and come in all shapes and sizes. But no matter how different one “hero” is from another “hero,” we find that all heroes embody many of the same characteristics and go on a similar journey, which is what ultimately makes them a hero.</p> <p>7. The decisions and actions that characters are forced to make mimic real-life situations that students will one day face. In analyzing how and why characters do or do not act in certain ways, readers can learn from these mistakes and ultimately determine what it is that separates heroes from others who choose not to take action.</p> |

| Relevant Standards | Learning Goals | Learning Objectives |
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| <p>Content Standards:</p> <p>Power Standards (Primary):</p> <p>NJSLS.RL.9.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>NJSLS.RL.9.3. Analyze how complex characters (with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>NJSLS.W.9.1. Write arguments to support claims</p> | <ol style="list-style-type: none"> Students will be able to analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States. (NJSLS.RL.9.6.) (3 weeks) Students will be able to analyze how complex characters develop over the course of a text and advance the plot or develop the theme. (NJSLS.RL.9.3.) (3 weeks) Students will be able to craft an argumentative essay, including a well-developed refutation. (NJSLS.W.9.1.) | <ol style="list-style-type: none"> Identify and explain the seven stages of the journey of the hero. Identify and trace the journey of the hero in a film. Explain the seven stages of the journey of the hero. Make connections between the journey of the hero and their own lives. Apply concepts of The Journey of the Hero to a brief film. Compare and contrast various journeys of heroes. Identify key aspects of myths/mythology. Explain the purpose behind myths. Sort evidence to best support assertions. |

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| <p>in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Supporting Standards (Secondary):</p> <p>Reading NJSLS. RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>NJSLS. RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>NJSLS. RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).</p> <p>NJSLS. RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> | <p>(2 weeks)</p> | <ol style="list-style-type: none"> 10. Analyze and examine main ideas of an informational text. 11. Read and cite evidence to support the moral of a Greek myth. 12. Conduct research and examine myths and other aspects of Greek culture. 13. Identify and explain the purpose behind a number of myths/deities in the Greek culture. 14. Present information in an organized, meaningful way. 15. Identify critical information from a variety of presentations. 16. Demonstrate understanding of concepts in mythology. 17. Identify and establish a connection between themselves and an epic poem. 18. Make connections between their own lives and a work of literature. 19. Identify and explain plot events in an epic poem. 20. Recall an objective summary of the text. 21. Establish a purpose for reading. 22. Identify and examine key elements of an epic poem before, during, and after reading. 23. Analyze and examine various aspects of an epic poem. 24. Evaluate an author's decisions as to how a character is developed over the course of an epic poem. 25. Support a claim with relevant, effective evidence. 26. Provide a refutation, through which students identify an argument, which opposes their own and providing evidence and analysis to support their own assertions. |
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| <p>NJSLS. RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>NJSLS. RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>NJSLS. RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, 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>NJSLS. RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p> <p>NJSLS.RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as</p> | | <p>27. Apply concepts of the hero's journey to an epic poem.</p> <p>28. Make connections between ancient literature and modern society.</p> <p>29. Construct an essay using textual evidence to support claims.</p> <p>30. Use a variety of phrases and clauses in both formal and informal writing pieces.</p> <p>31. Demonstrate understanding of “voice” through paying attention to task and audience in a writing piece.</p> <p>32. Use context clues to determine the meaning of unknown words.</p> <p>33. Construct an argumentative piece, including a well-developed refutation.</p> |
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needed.

Writing

NJSLS.W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient 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 avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a 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

NJSLS. W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLS. W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

NJSLS. W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

NJSLS. W.9-10.7. 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.9-10.9. Draw evidence from literary or

nonfiction informational texts to support analysis, reflection, and research.
B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

NJSLS. W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking/Listening

NJSLS.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.

- 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

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| <p>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>NJSLS. SL.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.</p> <p>NJSLS. SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>NJSLS. 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>NJSLS. SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> | | |
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Language

NJSLS. L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

NJSLS. L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

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

NJSLS.L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, 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.

NJSLS. L.9-10.5. Demonstrate understanding of figurative language, word relationships, and

nuances in word 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.

NJSLS. L.9-10.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary:

Technology

8.1.12.A.1. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.3. Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Career Ready Practices

CRP2 – Apply appropriate academic and technical skills.

CRP4 – Communicate clearly and effectively and with reason.

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| CRP6 – Demonstrate creativity and innovation. | | |
| CRP7 – Employ valid and reliable research strategies. | | |

| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/Assignments (required) |
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| <ul style="list-style-type: none"> • Index card summaries • Entrance/exit tickets • Journal entries/Do Nows • One-word summary • One minute essay • Think/pair/share • Concept mapping • Teacher/student conferences • Discussions/questioning • Graphic organizers • Double entry journals • Pre-assessment paragraph • Practice paragraphs • Conversation calendar • Google Classroom posts • RAFT Writing Task • Mini Choice Menu • Writer’s Notebook entries • Anticipation guide • Mythology and Greek terminology quiz • Reading checks • Class discussion • Highlight and revisit • Seed discussions | <ul style="list-style-type: none"> • Narrative Writing Task • “The Odyssey” Unit Assessment (at teacher’s discretion) • Argumentative Essay | <ul style="list-style-type: none"> • Narrative Writing Task • Mini Menu (Learning Goal-centered) • CSA 2 | <ul style="list-style-type: none"> • Narrative Writing Task • “The Odyssey” Unit Assessment (at teacher’s discretion) • Argumentative Essay • CSA 2 |

Possible Assessment Modifications/Accommodations

| Special Education Students | ELLs (English Language Learners) | At-Risk Students | Gifted Students |
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| <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Vary test formats • Vary essay lengths • Highlight key directions • Chunk projects or long-term assignments • Allow re-dos/retakes • Clarify test directions, read test questions <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing (assessing reading comprehension/writing skills) • Truncated/shortened assessment • Answers to be dictated (if assessing writing skills) • Read test passages/articles aloud (if assessing reading comprehension) <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Tiered homework assignments • Choice with writing topics • Learning Menu(s) | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Allow oral responses • Use multiple choice format • Read test aloud • Provide definitions of key terms in native language • Use native language for directions • Single step directions <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing • Modify test items/weighted scores • Format and length of test <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Choice with writing topics • Shorten homework and writing assignments | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Allow re-dos/retakes • Vary test formats • Provide study guides or study opportunities • Chunk projects or long-term assignments <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Choice of writing topics • Learning Menu(s) | <p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Tiered assessments • Learning Menu(s) |

Instructional Strategies (refer to Robert Marzano’s 41 Elements)

- Modeling is being used during weekly instruction: Modeling of paragraph writing, modeling of Double Entry Journal submissions, modeling of short answer responses (Practicing Skills, Strategies, and Processes; Providing Resources and Guidance)
- Graphic organizers are being used throughout instruction to support the writing process as well as reading comprehension and critical thinking: Journey of the Hero diagram/outline, Timeline of Events, Debate Team Carousel, Double Entry Journals (Identifying Critical Information; Previewing New Content; Recording and Representing Knowledge; Reviewing Content; Using Homework; Practicing Skills, Strategies, and Processes)
- Comparing/contrasting to deepen understanding: Students will be comparing and contrasting the treatment of a similar subject in two different reading pieces, fiction/nonfiction (Examining Similarities and Differences; Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing)
- Note-taking: Note-taking will be used throughout the unit to highlight key vocabulary words and terms that students need to know in order to reach the established Learning Goals (Providing Clear Learning Goals and Scales; Tracking Student Progress; Identifying Critical Information; Organizing Students to Interact with New Knowledge; Previewing New Content)
- Monitoring during group work and the writing process: Monitoring will be employed to ensure that all students are on task, but also that they are meeting the daily objectives established (Tracking Student Progress)
- Citing evidence: When establishing claims both orally and in writing (Practicing Skills, Strategies, and Processes)

Possible Instructional Modifications/Accommodations/Differentiation

| Special Education Students | ELLs (English Language Learners) | At-Risk Students | Gifted Students |
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| <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Textbooks for at-home use • Additional time for assignments • Audiobooks • Review sessions • Use of mnemonics • Preferential seating • Visual and verbal cues • Graphic organizers • Hands-on activities <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Change level of difficulty/complexity | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Visual cues and images • Graphic organizers • Provide oral prompts • Additional time on assignments • Word Walls <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Shortening assignment • Rewording problems in simplified language <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Small group instruction | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Graphic organizers • Audiobooks • Review sessions • Use of mnemonics <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Small group instruction • Flexible grouping • Tiered assignments • Writer’s Notebooks • One-on-one conferences | <p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Tiered assessments • Learning Menu(s) • Writer’s Notebook • Independent reading • One-on-one conferencing • Peer assistance |

| Possible Instructional Modifications/Accommodations/Differentiation | | | |
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| <ul style="list-style-type: none"> • Reading passages aloud (if working on reading comprehension) • Shortening assignment • Allow outlining, instead of writing for an essay or major project • Projects instead of written products | <ul style="list-style-type: none"> • Multiple texts – use native language for Level 1 ELL students • Flexible grouping • Writer’s Notebook | | |
| <u>Differentiation</u> <ul style="list-style-type: none"> • Small group instruction • One-on-one conferences • Multiple texts (leveled reading) • Flexible grouping • Writer’s Notebook | | | |

| Unit Vocabulary |
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| Essential: myth/mythology, tragic hero, tragic flaw, hubris/hamartia, myth, journey of the hero, drama Non-Essential: theme, gods and goddesses, text-based vocabulary |

| Interdisciplinary Connections (Applicable Standards) | Integration of Technology | 21 st Century Themes | 21 st Century Skills |
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| Technology 8.1.12.A.1 8.1.12.A.3 Career Ready Practices CRP2 CRP4 CRP6 | Technology Used: <ul style="list-style-type: none"> • Chromebooks/Laptops • iPads (optional) SAMR: <ul style="list-style-type: none"> • Substitution: <ul style="list-style-type: none"> ○ Students type their essays in Google | <u> X </u> Global Awareness: Students will be reading a work written by Homer and examining the culture of Ancient Greece. They will also be examining what shapes their own beliefs through analyzing the myths rooted in | <u> X </u> Creativity & Innovation: Students will create diary entries from the point of view of Odysseus. They must employ creativity in the details and narrative techniques used to craft the diaries. |

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| CRP7 | <p>Classroom.</p> <ul style="list-style-type: none"> ○ Students will respond to a reading selection in a Google Doc. ○ Teacher will share a document using Google Docs for students to read. The teacher will then demonstrate annotating on the Google Doc. ○ Students will type an essay in Google Docs on a teacher-assigned topic. ○ Students will edit their writing in a Google Doc. The teacher can use the revision history to see the edits made. ○ Students use a teacher-created shared organizer on Google Drive. <ul style="list-style-type: none"> ● Augmentation: <ul style="list-style-type: none"> ○ Teacher will use the comment feature in Google Docs to respond to short answer responses and to provide feedback. ○ Students will make a copy of a Google Doc shared by their teacher. The students will use the comment tool to annotate the document. ○ Students will use Quizlet.com to learn and study vocabulary words. ○ Teacher will create a Google Doc with two texts with common themes and the teacher will share the texts with students. Students will use the tools in Google Docs to identify the common theme, make comments, and highlight supporting evidence in each text. | Greek mythology. | <p><u> X </u> Critical Thinking and Problem Solving: Students will be analyzing and synthesizing information from multiple texts to answer questions and to identify common themes.</p> <p><u> X </u> Communication: Students will be given the opportunity to articulate their thoughts clearly and effectively through written essays, Socratic Seminars, class discussions, and other activities.</p> <p><u> X </u> Collaboration: Students will be grouped flexibly and must be willing to assume shared responsibility, work effectively with diverse teams, and be willing to make compromises to accomplish a common goal.</p> <p><u> X </u> Collaboration: Students will be using technology to communicate information (Google Classroom discussions, essay submissions on Google Docs).</p> <p><u> X </u> Initiative & Self-Direction: Students will demonstrate commitment to learning as a lifelong process through the creation of an electronic portfolio.</p> |
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| | | | <p><u> X </u> Social & Cross Cultural Skills: Students will be exposed to various cultures and perspectives, and they will use these experiences to increase innovation and the quality of their own work.</p> <p><u> X </u> Productivity & Accountability: Students will demonstrate diligence and a positive work ethic through tracking their own progress and becoming reflective learners.</p> |
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Resources

Texts/Materials:

- “Introduction: Why Study Mythology?” from *Mythology for Teens* by Zack Hornby
- Various myths (“The Coming of Evil,” “Theseus and the Minotaur,” “The Trouble with Oracles,” creation, Hercules, others depending on student research findings)
- “The Odyssey” by Homer
- “The Clash of the Gods: Zeus” (Discovery Channel)
- Excerpts from “The Odyssey” movie

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| Unit #3 – Using Source Material to Deepen Understanding | Recommended Duration: 8 – 10 weeks – February-March-April |
| <p>Unit Description:</p> <p>In this unit, students will make connections between historical events and a story’s overall theme. We will begin researching an important event from the 1930s, upon which <i>To Kill A Mockingbird</i> is based. Through these presentations dispersed throughout the unit, students will gain a thorough understanding of the time period and will be able to make connections between the source material (historical events) and the events in the novel. Because of this historical study, students should also be able to begin analyzing the central messages of Harper Lee’s novel and understand why she would want to convey those themes to her reader. Students should understand how Lee uses her fictional story to address and criticize the very real issues with which our nation was grappling at the time period Lee highlights in her novel.</p> <p>The unit will conclude as students’ research modern events with reflect important themes and messages present throughout characters and events in <i>To Kill A Mockingbird</i>. The question students will be prompted to answer asks them the following: How does Harper Lee use history to teach a theme through <i>To Kill a Mockingbird</i>? How does that theme remain relevant today? Through researching a modern-day controversy or headline, students will not only answer this universally applicable prompt, but also gain a better understanding of the research process. They will take notes on multiple types of sources (print and non-print), correctly implement the use of in-text citations, and will create a Works Cited. Ultimately, this research paper is the culminating task of our school year, requiring students to make use of the skills they have mastered over the course of the year to write an in-depth analysis of a topic applicable in any society.</p> | |

| Essential Questions | Enduring Understandings |
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| <ol style="list-style-type: none"> 1. How do our struggles as well as outside influences impact who we become? 2. In what ways do source material/historical context of a novel influence the characters and themes in a text? 3. How can banning a controversial book be detrimental to a society’s development? | <ol style="list-style-type: none"> 1. Our struggles make us stronger and help us to realize what it is that we stand for, while outside influences do the same; through challenging what we “think” we believe, we are able to come to a better understanding of what we do believe and how that impacts who we are as a person. 2. Some authors use history as the basis of their fictional story; although the story is not true, the story is based on true events. Some authors who do this are looking to teach their readers important lessons that can be taken away from the time period. When the reader understands the historical context of a novel, he/she gains a deeper understanding of the characters and themes. Without a study of a novel’s history, important themes and character motivations remain unclear or unexplored. 3. Oftentimes, books are banned because of their controversial topics or language. However, we must remember that some novels that are considered controversial actually retell our nation’s story. By banning this type of literature, many will not be able to learn from the mistakes of our past. Oscar Wilde once said, “The books that the world calls immoral are the books that show the world its own shame.” This quote directly correlates with the importance of facing our |

| Essential Questions | Enduring Understandings |
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| 4. What thematic connections can be made between fictional characters and actual individuals? | country's past to continue building toward a better future. 4. Authors develop characters based on real individuals. Through an analysis of fictional characters, readers are able to understand deeper messages conveyed through fiction. |

| Relevant Standards | Learning Goals | Learning Objectives |
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| <p>Content Standards:</p> <p>Power Standards (Primary):</p> <p>NJSLS.RL.9.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>NJSLS.RL.9.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>NJSLS.W.9.9 Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>Supporting Standards (Secondary):</p> | <ol style="list-style-type: none"> 1. Students will be able to analyze and evaluate an author's use of source material (historical context) to develop the characters and themes of a novel. (NJSLS.RL.9.9) (3 weeks) 2. Students will be able to determine the theme(s) of a text and assess in detail its significance/influence within the text as well as within modern-day society. (NJSLS.RL.9.2) (4 weeks) 3. Students will be able to draw evidence from multiple resources to support analysis, in order to trace the development of a concept and make connections between a text and modern-day society. (NJSLS.W.9.9) (3 weeks) | <ol style="list-style-type: none"> 1. Identify critical information about a topic from nonfiction sources. 2. Review content and record new knowledge through a variety of graphic organizers. 3. Discuss and predict potential themes of a piece of literature based on pre-reading activities. 4. Use informational texts to compare/contrast with a fictional piece. 5. Conduct research as a way to discuss and predict potential themes of a piece of literature. 6. Predict what may happen later in the story by analyzing an author's foreshadowing techniques. 7. Connect, analyze, and apply a "big question" to specific characters and to a specific novel. 8. Draw on source material and textual knowledge to support an argument. 9. Explain events in a text. 10. Recall an objective summary of chapters in a text. 11. Identify and explain the importance of storytelling. 12. Cite evidence to support assertions. |

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| <p>Reading NJSLS. RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>NJSLS. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>NJSLS. RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).</p> <p>NJSLS. RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> | | <ol style="list-style-type: none"> 13. Analyze and examine the development of a character/theme in a novel. 14. Assess the relevance of historical context/source material in a novel. 15. Identify resources to support assertions. 16. Research and classify information as essential and non-essential. 17. Evaluate websites for support and cite evidence to support assertions from a variety of resources. 18. Construct an outline using important information found during the research process. 19. Write an opening paragraph using HABIT that is based on information found during the research process. 20. Write a strong conclusion paragraph--using RECAP. 21. Construct an essay by analyzing and utilizing various pieces of information found during the research process. 22. Demonstrate command of standard English grammar and mechanics in formal and informal writing tasks. 23. Demonstrate understanding of “voice” through paying attention to task and audience in a writing piece. 24. Participate in a variety of class discussions, both formal and informal. 25. Use context clues to determine the meaning of unknown words. |
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NJSLS. RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

NJSLS. RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

NJSLS.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

NJSLS. RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

NJSLS. RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

NJSLS. RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an

author uses rhetorical devices to advance that point of view or purpose.

NJSLS. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

NJSLS. RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

NJSLS. RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

NJSLS. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

Writing

NJSLS. W.9-10.2. Write

informative/explanatory texts 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 aiding 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.,

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| <p>articulating implications or the significance of the topic).</p> <p>NJSLS. W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>NJSLS. W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or 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>NJSLS. W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>NJSLS.W.9.7 NJSLS.W.9.8 NJSLS.W.9.9.A-B NJSLS.W.9.10</p> <p>Speaking/Listening NJSLS. SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with</p> | | |
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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.

NJSLS. SL.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.

NJSLS. 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.

NJSLS. SL.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.

NJSLS. SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language

NJSLS. L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

NJSLS. L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

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| <p>A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>NJSLS. L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. 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.</p> <p>NJSLS. L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> | | |
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| <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>NJSLS. L.9-10.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>W.9-10.7. 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.</p> <p>W.9-10.8. 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).</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> | | |
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- A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
- B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Interdisciplinary:

Social Studies

SOC.9-12.6.1.12.9

The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

SOC.9-12.6.1.12.D.9.b

Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

SOC.9-12.6.1.12.13

The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for

individuals and groups previously discriminated against.

SOC.9-12.6.1.12.A.13.b

Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

SOC.9-12.6.1.12.C.13.a

Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.

SOC.9-12.6.1.12.D.13.a

Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

Technology

8.1.12.A.1

8.1.12.A.3

Career Ready Practices

CRP2 – Apply appropriate academic and technical skills.

CRP4 – Communicate clearly and effectively and with reason.

CRP6 – Demonstrate creativity and innovation.

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| <p>CRP7 – Employ valid and reliable research strategies.</p> <p>CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11 – Use technology to enhance productivity.</p> | | |
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| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/ (required) Assignments |
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| <ul style="list-style-type: none"> • Chapter reading questions • Boo Radley drawing • Exposition analysis • Character POV journals • Close reading discussions • Character analysis • Group discussion • Whole class discussion • Chapter reading check quizzes • Entrance and exit tickets • Graphic organizers • Essential question discussion • Journal breaks • Research paper sources worksheet • Research paper outline • One-on-one conferences • Peer editing • Google Docs or other technologies to track individual progress • Writing reflections | <ul style="list-style-type: none"> • Unit 3 Assessment (skills-based) • Research Project | <ul style="list-style-type: none"> • 1930s Research Project (optional) • Theme Analysis Project (optional) • Research Project • CSA 3 | <ul style="list-style-type: none"> • Unit 3 Assessment (skills-based) • Research Project • CSA 3 |

| Possible Assessment Modifications/Accommodations | | | |
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| Special Education Students | ELLs (English Language Learners) | At-Risk Students | Gifted Students |
| <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Vary test formats • Vary essay lengths • Highlight key directions • Chunk projects or long-term assignments • Allow re-dos/retakes • Clarify test directions, read test questions <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing (assessing reading comprehension/writing skills) • Truncated/shortened assessment • Answers to be dictated (if assessing writing skills) • Read test passages/articles aloud (if assessing reading comprehension) <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Tiered homework assignments • Choice with writing topics • Learning Menu(s) | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Allow oral responses • Use multiple choice format • Read test aloud • Provide definitions of key terms in native language • Use native language for directions • Single step directions <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing • Modify test items/weighted scores • Format and length of test <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Choice with writing topics • Shorten homework and writing assignments | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Additional time • Allow re-dos/retakes • Vary test formats • Provide study guides or study opportunities • Chunk projects or long-term assignments <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Choice of writing topics • Learning Menu(s) | <p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Tiered assessments • Learning Menu(s) |

Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

- Modeling is being used during weekly instruction: Modeling of paragraph writing, modeling of Double Entry Journal submissions, modeling of short answer responses (Practicing Skills, Strategies, and Processes; Providing Resources and Guidance)
- Graphic organizers are being used throughout instruction to support the writing process as well as reading comprehension and critical thinking: Double Entry Journals, Big Idea Development Thread, Testimony Comparison, Multi-genre Research Project outline (Identifying Critical Information; Previewing New Content; Recording and Representing Knowledge; Reviewing Content; Using Homework; Practicing Skills, Strategies, and Processes)
- Comparing/contrasting to deepen understanding: Students will be comparing and contrasting the treatment of a similar subject in two different reading pieces, fiction/nonfiction (Examining Similarities and Differences; Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing)
- Note-taking: Note-taking will be used throughout the unit to highlight key vocabulary words and terms that students need to know in order to reach the established Learning Goals (Providing Clear Learning Goals and Scales; Tracking Student Progress; Identifying Critical Information; Organizing Students to Interact with New Knowledge; Previewing New Content)
- Monitoring during group work and the writing process: Monitoring will be employed to ensure that all students are on task, but also that they are meeting the daily objectives established (Tracking Student Progress)
- Citing evidence: When establishing claims both orally and in writing (Practicing Skills, Strategies, and Processes)

Possible Instructional Modifications/Accommodations/Differentiation

| Special Education Students | ELLs (English Language Learners) | At-Risk Students | Gifted Students |
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| <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Textbooks for at-home use • Additional time for assignments • Audiobooks • Review sessions • Use of mnemonics • Preferential seating • Visual and verbal cues • Graphic organizers • Hands-on activities | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Visual cues and images • Graphic organizers • Provide oral prompts • Additional time on assignments • Word Walls <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Shortening assignment | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Graphic organizers • Audiobooks • Review sessions • Use of mnemonics <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Small group instruction • Flexible grouping • Tiered assignments • Writer's Notebooks | <p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Tiered assessments • Learning Menu(s) • Writer's Notebook • Independent reading • One-on-one conferencing • Peer assistance |

| Possible Instructional Modifications/Accommodations/Differentiation | | | |
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| <p>Modifications</p> <ul style="list-style-type: none"> • Change level of difficulty/complexity • Reading passages aloud (if working on reading comprehension) • Shortening assignment • Allow outlining, instead of writing for an essay or major project • Projects instead of written products <p>Differentiation</p> <ul style="list-style-type: none"> • Small group instruction • One-on-one conferences • Multiple texts (leveled reading) • Flexible grouping • Writer's Notebook | <ul style="list-style-type: none"> • Rewording problems in simplified language <p>Differentiation</p> <ul style="list-style-type: none"> • Small group instruction • Multiple texts – use native language for Level 1 ELL students • Flexible grouping • Writer's Notebook | <ul style="list-style-type: none"> • One-on-one conferences | |

| Unit Vocabulary |
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| <p>Essential: The Great Depression, Jim Crow laws, source material, Civil Rights Movement, Patterson vs. Alabama, Scottsboro Boys Trial, segregation, racism</p> <p>Non-Essential: Student-selected from the novel while reading</p> |

| Interdisciplinary Connections (Applicable Standards) | Integration of Technology | 21 st Century Themes | 21 st Century Skills |
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| <p>Social Studies: SOC.9-12.6.1.12.9 SOC.9-12.6.1.12.D.9.b SOC.9-12.6.1.12.13 SOC.9-12.6.1.12.A.13.b SOC.9-12.6.1.12.C.13.a SOC.9-12.6.1.12.D.13.a</p> <p>Technology: 8.1.12.A.1 8.1.12.A.3</p> <p>Career Ready Practices CRP2 CRP4 CRP6 CRP7 CRP8 CRP11</p> | <p>Technology Used:</p> <ul style="list-style-type: none"> • Chromebooks/Laptops • EasyBib/Works Cited generator • Library Databases • iPads (optional) <p>SAMR:</p> <ul style="list-style-type: none"> • Substitution: <ul style="list-style-type: none"> ○ Students type their essays in Google Classroom. ○ Students will respond to a reading selection in a Google Doc. ○ Students will type an essay in Google Docs on a teacher-assigned topic. ○ Students will edit their writing in a Google Doc. The teacher can use the revision history to see the edits made. ○ Students use a teacher-created shared organizer on Google Drive. • Augmentation: <ul style="list-style-type: none"> ○ Teacher will use the comment feature in Google Docs to respond to short answer responses and | <p><u> X </u> Civic Literacy: Students will be engaged in civic decisions in the United States which lead to the mistreatment of African-Americans, through closely examining cases reflected in <i>To Kill A Mockingbird</i>.</p> | <p><u> X </u> Creativity & Innovation: Students will be crafting Multi-genre Research Projects, which will require creativity in the genres they craft and innovation through the means by which they wish to explore the Essential Question.</p> <p><u> X </u> Critical Thinking and Problem Solving: Students will be analyzing and synthesizing information from multiple texts to answer questions and to identify common themes.</p> <p><u> X </u> Communication: Students will be given the opportunity to articulate their thoughts clearly and effectively through written essays, Socratic Seminars, class discussions, and other activities.</p> <p><u> X </u> Collaboration: Students will be grouped flexibly and must be willing to assume shared responsibility, work effectively with diverse teams, and be willing to make compromises to accomplish a common goal.</p> <p><u> X </u> Collaboration: Students will be using technology to communicate information (Google Classroom discussions, essay submissions on Google Docs).</p> <p><u> X </u> Initiative & Self-Direction:</p> |
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| | <p>to provide feedback.</p> <ul style="list-style-type: none"> ○ Students will use Quizlet.com to learn and study vocabulary words. ○ Students will find a nonfiction reading passage online (Newsela) that interests them, and then they will apply a specific reading strategy. ○ Students will write a research paper using a Google Doc. The teacher will use the comment feature to provide feedback. Students will peer edit using the suggesting tool in Google Docs. <ul style="list-style-type: none"> ● Modification: <ul style="list-style-type: none"> ○ Students will choose their own theme to research from the novel. Students will use print and online sources for research. Students will create a research product. The student chooses the best way to present their research, but they must include elements of a | | <p>Students will demonstrate commitment to learning as a lifelong process through the creation of an electronic portfolio. Additionally, they will go beyond mastery of skills to explore and expand their learning through the Multigenre Research Project.</p> <p><u> X </u> Social & Cross Cultural Skills: Students will be exposed to various cultures and perspectives, and they will use these experiences to increase innovation and the quality of their own work.</p> <p><u> X </u> Productivity & Accountability: Students will demonstrate diligence and a positive work ethic through tracking their own progress and becoming reflective learners.</p> |
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| | <p>traditional research paper (Works Cited, MLA format, etc.).</p> <ul style="list-style-type: none"> ○ Teacher will lead a brainstorming on a shared Google Doc with the class. ● Redefinition: <ul style="list-style-type: none"> ○ Students will be given freedom of choice for their research topic, research sources, and creation and presentation of the research project. | | |
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| Resources |
| <p>Texts/Materials:</p> <ul style="list-style-type: none"> ● <i>To Kill A Mockingbird</i> by Harper Lee ● Various nonfiction resources regarding historical context ● “A Call for Unity” by C.C.J. Carpenter, Joseph Aloysius Durick, Milton L. Grafman, Paul Hardin, Nolan Bailey Harmon, George M. Murray, Edward V. Ramage, & Earl Stallings ● “Letter from Birmingham Jail” by Martin Luther King, Jr. ● Movie excerpts adaptation of <i>To Kill A Mockingbird</i> ● CommonLit articles under the categories of “Justice” and “Discrimination” |

Unit #4 – The Importance of Word Choice through Close Reading**Recommended Duration: 8 – 10 weeks – April-May-June****Unit Description:**

Throughout this unit, students will practice various reading, analytic, and writing strategies. Building on the skills they have been practicing thus far, students will begin the unit studying characterization, but they will now focus on the impact that an author’s word choice, such as figurative language, has on the way a character is perceived. Performance tasks, be they two-line scenes, re-enactments of specific pieces of the play, or even recreating an entire scene, will help students to literally bring to life the characters from the text in order to see them in a new light.

Students will then transition into analyzing the theme(s) of a piece of literature. Based on what they are able to discover about the characters through their investigation of word choice, students will look at the ways characterization helps to develop the overall theme(s) or message(s) of a story. One major question to keep in mind throughout the unit is: “How would a piece of literature and its theme change if the characters were to change?” To conclude the unit, students will write an analytical essay in which they examine two nonfiction texts. In order to do so, students will have to take into consideration all that they have studied, analyzed, and investigated throughout the unit to craft an essay comparing and contrasting the two texts.

Essential Questions

1. How do our struggles as well as outside influences impact who we become?
2. What makes a work timeless?
3. In what ways do characters and themes develop over the course of a text?
4. How does figurative language and word choice have a cumulative impact on a work?
5. How do writers craft effective arguments?

Enduring Understandings

1. Our struggles make us stronger and help us to realize what it is that we stand for, while outside influences do the same; through challenging what we “think” we believe, we are able to come to a better understanding of what we do believe and how that impacts who we are as a person.
2. The themes and connections we can make with a text are what make a text timeless. For example, Shakespeare’s insight into the teenage mindset in “Romeo and Juliet” still rings true in today’s society as teenagers must navigate their own emotions in a world full of influences, both positive and negative, that shape them.
3. Characters and themes often develop dependently over the course of a text; through the characters, we are able to see themes they represent and how these themes are still significant in our modern world.
4. Figurative language and word choice have a cumulative impact on a work because they work to refine character traits, themes, and then help readers to make connections between the two. This specific word choice also helps readers to evaluate what it is an author wants us to learn through their work.
5. Writers craft effective arguments through the selection of meaningful

| Essential Questions | Enduring Understandings |
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| | evidence, refuting the opposing claim, and using the evidence and refutation as a means of supporting their own argument. |

| Relevant Standards | Learning Goals | Learning Objectives |
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| <p>Content Standards:</p> <p>Power Standards (Primary):</p> <p>NJSLS.RL.9.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).</p> <p>NJSLS.RL.9.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Supporting Standards (Secondary):</p> <p>Reading</p> <p>NJSLS.RL.9-10.1. Cite strong and thorough textual evidence and make relevant</p> | <ol style="list-style-type: none"> Students will be able to assess and evaluate the impact that word choice (including figurative language) has on the tone and overall meaning of passages in a text. (NJSLS.RL.9.4.) (3 weeks) Students will be able to determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. (NJSLS.RL.9.2.) (4 weeks) Students will be able to analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (NJSLSA.R9.) (3 weeks) | <ol style="list-style-type: none"> Make predictions about a work of literature. Explain how concepts from literature are tied to the modern world. Identify and cite examples of figurative language in a play. Establish prior knowledge and set a purpose for reading. Compare and contrast the same subject in two different mediums, evaluating the effectiveness of each. Examine and analyze the purpose of tone and figurative language in a work of literature. Cite evidence to support assertions. Understand, explain, and demonstrate understanding of an excerpt from a play through a performance. Assess and evaluate the impact that word choice has on the tone and overall meaning of passages in a text. Use performance pieces as a means for understanding. Analyze and evaluate character motivations in a play. Evaluate whether or not a character has changed/developed over the course of a text. Examine why Shakespeare’s work is timeless in terms of theme/big ideas. Make connections between a work of literature and our world. |

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| <p>connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>NJSLS. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>NJSLS. RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>NJSLS. RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>NJSLS. RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> | | <ol style="list-style-type: none"> 15. Examine the role of characterization in a play. 16. Identify and analyze figurative language in excerpts from a play. 17. Connect characters with themes through character motivations and with specific evidence. 18. Identify key characters and plot events in a play. 19. Evaluate a passage for its use of figurative language and its effectiveness. 20. Craft an objective summary of the text. 21. Trace a theme or concept and its development over the course of a text. 22. Analyze and evaluate character motivations in a play. 23. Bridge connections between characters and themes they represent. 24. Use a variety of methods to demonstrate overall understanding of major themes and concepts from the play. 25. Use a variety of phrases and clauses in both formal and informal writing pieces. 26. Demonstrate understanding of “voice” through paying attention to task and audience in a writing piece. 27. Participate in a variety of class discussions, both formal and informal 28. Use context clues to determine the meaning of unknown words. |
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NJSLS. RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

NJSLS. RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

NJSLS. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

NJSLS. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

Writing

NJSLS. W.9-10.2. Write informative/explanatory texts 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

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| <p>distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>F. 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>NJSLS. W.9-10.4. Produce clear and coherent</p> | | |
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writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLS. W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

NJSLS. W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

NJSLS. W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

NJSLS. W.9-10.10. Write routinely over extended time frames (time for research,

reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking/Listening

NJSLS. 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.

- 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

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| <p>agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>NJSLS. SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>NJSLS. 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>Language</p> <p>NJSLS. L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> D. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. E. Use a colon to introduce a list or quotation. F. Spell correctly. <p>NJSLS. L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> | | |
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B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

NJSLS. L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

D. 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.

E. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

F. 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.

NJSLS. L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

D. Analyze nuances in the meaning of words with similar denotations.

NJSLS. L.9-10.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary:

Technology

8.1.12.A.1. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.3. Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Career Ready Practices

CRP2 – Apply appropriate academic and technical skills.

CRP4 – Communicate clearly and effectively and with reason.

CRP6 – Demonstrate creativity and innovation.

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| CRP7 – Employ valid and reliable research strategies. | | |
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| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/ Assignments (required) |
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| <ul style="list-style-type: none"> • Index card summaries • Writer’s Notebook entries • Act I Quiz (content) • Acts IV & V Quiz (skills) • Two-line scenes • Paraphrased passages • Entrance and exit tickets • White-boarding activities • Paragraph practice • Anticipation guide • KWLH chart • Theme Flipbook – Act I • Highlight for understanding • Character six-word summaries • Graphic organizers • Pre-assessment (figurative language) • Charting Character Development • Jigsaws • Station activities • Conversation calendars | <ul style="list-style-type: none"> • Mid-Unit Assessment (Figurative Language) • “Young and In Love” Soundtrack • CSA 4 – Analysis of multiple texts (submit as Analytical Essay with revisions after initial draft) | <ul style="list-style-type: none"> • Mannequin Montage • Two-Line Scenes • Charting Juliet (possibility of including these charts in an essay) • Theme Flipbook • CSA 4 – Analysis of multiple texts (submit as Analytical Essay with revisions after initial draft) | <ul style="list-style-type: none"> • CSA 4 – Analysis of multiple texts (submit as Analytical Essay with revisions after initial draft) • Theme Flipbook |

| Possible Assessment Modifications/Accommodations | | | |
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| Special Education Students | ELLs (English Language Learners) | At-Risk Students | Gifted Students |
| <u>Accommodations</u> <ul style="list-style-type: none"> • Additional time | <u>Accommodations</u> <ul style="list-style-type: none"> • Allow oral responses | <u>Accommodations</u> <ul style="list-style-type: none"> • Additional time | <u>Accommodations/Differentiation</u> |

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| <ul style="list-style-type: none"> • Vary test formats • Vary essay lengths • Highlight key directions • Chunk projects or long-term assignments • Allow re-dos/retakes • Clarify test directions, read test questions <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing (assessing reading comprehension/writing skills) • Truncated/shortened assessment • Answers to be dictated (if assessing writing skills) • Read test passages/articles aloud (if assessing reading comprehension) <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Tiered homework assignments • Choice with writing topics • Learning Menu(s) | <ul style="list-style-type: none"> • Use multiple choice format • Read test aloud • Provide definitions of key terms in native language • Use native language for directions • Single step directions <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Oral testing • Modify test items/weighted scores • Format and length of test <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Choice with writing topics • Shorten homework and writing assignments | <ul style="list-style-type: none"> • Allow re-dos/retakes • Vary test formats • Provide study guides or study opportunities • Chunk projects or long-term assignments <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Choice of writing topics • Learning Menu(s) | <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Tiered assessments • Learning Menu(s) |
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Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

- Modeling is being used during weekly instruction: Modeling of paragraph writing, modeling of Double Entry Journal submissions, modeling of short answer responses (Practicing Skills, Strategies, and Processes; Providing Resources and Guidance)

Instructional Strategies (refer to Robert Marzano’s 41 Elements)

- Graphic organizers are being used throughout instruction to support the writing process as well as reading comprehension and critical thinking: Double Entry Journals, Analyze and Interpret, Who is to Blame?, Close Reading Media (Identifying Critical Information; Previewing New Content; Recording and Representing Knowledge; Reviewing Content; Using Homework; Practicing Skills, Strategies, and Processes)
- Comparing/contrasting to deepen understanding: Students will be comparing and contrasting the treatment of a similar subject in two different reading pieces, fiction/nonfiction (Examining Similarities and Differences; Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing)
- Note-taking: Note-taking will be used throughout the unit to highlight key vocabulary words and terms that students need to know in order to reach the established Learning Goals (Providing Clear Learning Goals and Scales; Tracking Student Progress; Identifying Critical Information; Organizing Students to Interact with New Knowledge; Previewing New Content)
- Monitoring during group work and the writing process: Monitoring will be employed to ensure that all students are on task, but also that they are meeting the daily objectives established (Tracking Student Progress)
- Citing evidence: When establishing claims both orally and in writing (Practicing Skills, Strategies, and Processes)

Possible Instructional Modifications/Accommodations/Differentiation

| Special Education Students | ELLs (English Language Learners) | At-Risk Students | Gifted Students |
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| <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Textbooks for at-home use • Additional time for assignments • Audiobooks • Review sessions • Use of mnemonics • Preferential seating • Visual and verbal cues • Graphic organizers • Hands-on activities <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Change level of difficulty/complexity | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Visual cues and images • Graphic organizers • Provide oral prompts • Additional time on assignments • Word Walls <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Shortening assignment • Rewording problems in simplified language <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Small group instruction | <p><u>Accommodations</u></p> <ul style="list-style-type: none"> • Graphic organizers • Audiobooks • Review sessions • Use of mnemonics <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Small group instruction • Flexible grouping • Tiered assignments • Writer’s Notebooks • One-on-one conferences | <p><u>Accommodations/Differentiation</u></p> <ul style="list-style-type: none"> • Multiple texts (leveled reading) • Tiered assessments • Learning Menu(s) • Writer’s Notebook • Independent reading • One-on-one conferencing • Peer assistance |

| Possible Instructional Modifications/Accommodations/Differentiation | | | |
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| <ul style="list-style-type: none"> • Reading passages aloud (if working on reading comprehension) • Shortening assignment • Allow outlining, instead of writing for an essay or major project • Projects instead of written products <p>Differentiation</p> <ul style="list-style-type: none"> • Small group instruction • One-on-one conferences • Multiple texts (leveled reading) • Flexible grouping • Writer’s Notebook | <ul style="list-style-type: none"> • Multiple texts – use native language for Level 1 ELL students • Flexible grouping • Writer’s Notebook | | |

| Unit Vocabulary |
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| <p>Essential: personification, simile, metaphor, soliloquy, aside, oxymoron, foreshadowing, dramatic irony, tone</p> <p>Non-Essential: Shakespearean terms, theme, characterization, student-selected words while reading</p> |

| Interdisciplinary Connections (Applicable Standards) | Integration of Technology | 21 st Century Themes | 21 st Century Skills |
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| <p>Mathematics: No specific standards, but students are graphing different passages from the play.</p> <p>Technology 8.1.12.A.1 8.1.12.A.3</p> | <p>Technology Used:</p> <ul style="list-style-type: none"> • Chromebooks/Laptops • iPads (optional) <p>SAMR:</p> <ul style="list-style-type: none"> • Substitution: <ul style="list-style-type: none"> ○ Students type their essays in Google | <p><u> X </u> Global Awareness: Students will be exploring the global impact that Shakespeare’s works have had on the world because of the themes presented in his work “Romeo and Juliet.”</p> | <p><u> X </u> Critical Thinking and Problem Solving: Students will be analyzing and synthesizing information from multiple texts to answer questions and to identify common themes.</p> <p><u> X </u> Communication:</p> |

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| <p>Career Ready Practices CRP2 CRP4 CRP6 CRP7</p> | <p>Classroom.</p> <ul style="list-style-type: none"> ○ Students will respond to a reading selection in a Google Doc. ○ Students will type an essay in Google Docs on a teacher-assigned topic. ○ Students will edit their writing in a Google Doc. The teacher can use the revision history to see the edits made. ○ Students use a teacher-created shared organizer on Google Drive. <ul style="list-style-type: none"> ● Augmentation: <ul style="list-style-type: none"> ○ Teacher will use the comment feature in Google Docs to respond to short answer responses and to provide feedback. ○ Students will use Quizlet.com to learn and study vocabulary words. ○ Students will write a research paper using a Google Doc. The teacher will use the comment feature to provide feedback. Students will peer edit | | <p>Students will be given the opportunity to articulate their thoughts clearly and effectively through written essays, Socratic Seminars, class discussions, and other activities.</p> <p><u> X </u> Collaboration: Students will be grouped flexibly and must be willing to assume shared responsibility, work effectively with diverse teams, and be willing to make compromises to accomplish a common goal.</p> <p><u> X </u> Collaboration: Students will be using technology to communicate information (Google Classroom discussions, essay submissions on Google Docs).</p> <p><u> X </u> Initiative & Self-Direction: Students will demonstrate commitment to learning as a lifelong process through the creation of an electronic portfolio.</p> <p><u> X </u> Social & Cross Cultural Skills: Students will be exposed to various cultures and perspectives, and they will use these experiences to increase innovation and the quality of their own work.</p> <p><u> X </u> Productivity & Accountability: Students will demonstrate diligence and a positive work ethic through tracking their own progress and becoming</p> |
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| | <p>using the suggesting tool in Google Docs.</p> <ul style="list-style-type: none"> • Modification: <ul style="list-style-type: none"> ○ Students use the internet to find two examples of writing that use tone. Students create a Google Doc that links to the two pieces of writing and includes an analysis of tone. ○ Teacher will lead a brainstorming on a shared Google Doc with the class. | | reflective learners. |
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| Resources |
| <p>Texts/Materials:</p> <ul style="list-style-type: none"> • “The Argument” by Philip Brooks • “How Shakespeare Invented Teens” (<i>New York Times</i> article) • “Romeo and Juliet” by William Shakespeare • “Adolescence and the Teenage Crush” by Dr. Carl Pickhardt • 1960 “Romeo and Juliet” Film excerpts • 1997 “Romeo and Juliet” Film excerpts |