| **Unit 1 - Narrative Writing (September & October)** | | | |
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| **Standards** | **Content** | **Activities** | **Assessments** |
| NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  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.  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). | Tell-Tale Heart (Poe)  A& P (Updike  Ruthless(DeMille)  \_\_\_\_  Independent Reading Resources:  The House on Mango Street by Sandra Cisneros (Novel - Fiction - Bildungsroman)  Farewell to Manzanar by Jeanne Wakatsuki Houston and James D. Houston (Nonfiction - Biography)  The Demon in the Freezer by Richard Preston (Nonfiction - Science Thriller)  The Rag and Bone Shop by Robert Cormier (Fiction - Young Adult Literature - Mystery)  The Silver Star by Jeanette Walls (Novel - Domestic Fiction - Bildungsroman)  Orphan Train by Cristina Baker Kline (Novel - Historical Fiction) | •Character Dev’t Wkshts  •Character Arc Disc.  •Plot Diagrams  •Google Slides Lectures  •Peer Edit Wksht  •Self Assessment Wksht  •Pixar-in-a-Box  •Edpuzzle | Writing Workshops  Comprehension Assessments  Lit &Vocab Tests |
| **Unit 2 - Literary Analysis Writing (November & December)** | | | |
| **Standards** | **Content** | **Activities** | **Assessments** |
| NJSLSA.W1.  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  NJSLSA.R5.  Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  NJSLSA.R6.  Assess how point of view or purpose shapes the content and style of a text. | Non-Fiction:   * MLK “I Have a Dream” * John Lewis, “Speech at the March on Washington”   Programs:   * Achieve 3000 * Actively Learn * IXL * Common Lit * Newsela * KellyGallagher.org   Fiction:   * “The Landlady” Roald Dahl * “Presence” Hayes Davis * “MVP” Clare Mishica * “The Raven” Edgar Allen Poe * “Masque of the Red Death” Edgar Allen Poe * “The Lottery” Shirley Jackson * “The Necklace” Guy De Maupassant * “Gift of the Magi” O. Henry * “A Good Man is Hard to Find” Flannery O’ Connor   “Good Country People” Flannery O’ Connor | Skills-based assignments  Reading responses  Writing responses | Skills-based assessments  Reading responses  Writing responses |
| **Unit 3 - Informative/Expository Writing (January & February)** | | | |
| **Standards** | **Content** | **Activities** | **Assessments** |
| **LA.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.  **LA.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. | Textbook: “Personal Growth Plan” - [Comp.Questions](https://forms.gle/1Cm6XGE6ov5oAoLQ9)  “Five Emotional Skill Dimensions”  [Annotations - Citing Relevant Evidence:](https://docs.google.com/document/d/1vkh2q24c3bc2qw5YfnqhjO-EWsHqlHfbEDKSJEWsNRY/edit?usp=sharing)  [“Franklin police arrest serial diaper-dumping suspect after 10-month pursuit”](https://www.thedailyjournal.com/story/news/crime/2018/10/24/diaper-dumper-william-friedman-caught-franklin-township-nj-odd-news/1749442002/)  1H - Unit 3 - Expository - [Kindle Fire](https://forms.gle/myKeBoAXpKgKwUQWA)  [IXL SKILL 8.DD.2](https://www.ixl.com/ela/grade-8/use-guide-words)  [IXL SKILL 9.Z.2](https://www.ixl.com/ela/grade-9/use-dictionary-definitions)  [IXL SKILL 9.Z.3](https://www.ixl.com/ela/grade-9/use-dictionary-entries-to-determine-correct-usage)  [**What Is Toxic Productivity?**](https://www.vogue.com/article/what-is-toxic-productivity)  By [Desireé Oostland](https://vogue.ph/author/desiree-oostland/)  Jan 08, 2025  Chapter 1: “Something in the Air”  The Demon in the Freezer by Richard Preston  Student Resources:   * Romeo and Juliet, William Shakespeare * Romeo & Juliet, Baz Luhrmann | Skills-based assignments  Reading responses  Writing responses | Skills-based assessments  Reading responses  Writing responses |
| **Unit 4 - Argumentative Writing (March & April)** | | | |
| **Standards** | **Content** | **Activities** | **Assessments** |
| LA.W.9-10.10 - Write routinely over extended time frames (time for research, reflection, and rer a day or two) for a range of tasks, purposes, and audiences.  LA.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).  LA.W.9-10.1.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.  LA.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) and shorter time frames (a single sitting chapter). | Non-Fiction:   * DRHS Databases: * Issues and Controversies * Points of View * Gale in Context : Opposing Viewpoints * Gale in Context: Global issues * Esbsco Host * NoodleTools * Purdue Owl MLA Formatting Guide   Fiction:   * Great Debaters (2007) | Begin Unit 4 - Argumentative Research Paper - Access Databases  **CW** Google Classroom Question: Approved Topic and Position  **CW** Google Classroom Question: Core Database Citations (3)  Work Sessions: Database and Credible Web Research  **CW** 1:1 Check-In: Printed Sources,Citations and Checklist Review  **1:1 TEST:** Annotated Sources,Citations and Checklist Review  Work Sessions: Composition (Intro, 3 Claims, Counter & Debunk, Conc., and WCP)  **1:1 TEST:** Final Draft Submission | Students will compose a seven-paragraph essay arguing the positives or negatives of a specific topic (chosen by the teacher).  Students must utilize databases and reliable sources to gather and collect information relevant to their argument and thesis statement. Students are expected to adhere to an outline, use in-text documentation, create a works cited and peer edit and review.  The students' writing will be assessed using a common scoring rubric. The rubric will be shared with the students at the outset of the unit. |
| **Unit 5 - Drama / Creative Writing (May & June)** | | | |
| **Standards** | **Content** | **Activities** | **Assessments** |
| ELA.RL.IT.11–12.3 Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  **LA.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).  **LA.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 | Poetry Analysis Objectives (Days 1–4)  * Identify and analyze various poetic devices including alliteration, onomatopoeia, simile, metaphor, personification, hyperbole, and allusion. * Interpret how figurative language and sound devices contribute to tone, mood, and meaning in different types of poetry. * Examine and compare classic, contemporary, and spoken word poems for their use of language and literary elements. * Participate in guided discussions to explore personal interpretations and deepen literary understanding. * Demonstrate comprehension and critical thinking through daily exit tickets and poetic critiques. | **Day 1 - Poetry Analysis**  **Poetry WarmUp (QUIZLET)**  **Alliteration and Onomatopoeia**  **Edgar Allen Poe - The Raven**  **Fil Bufalo - Tick Tock Little Clock**  **Discussion and** [**Exit Ticket**](https://docs.google.com/presentation/d/1qRfS2ilj5qHkHLwfRFjjH5gd9ocmJZzGKqR4FOXBnjQ/edit?usp=sharing)  **Day 2 - Poetry Analysis**  **Poetry WarmUp (QUIZLET)**  **Simile and Metaphor**  **A Simile Like Love, A Metaphor Is Love - Allen Steble** **A Broken Family Tree - Lori McBride** **Discussion and** [**Exit Ticket**](https://docs.google.com/presentation/d/1qRfS2ilj5qHkHLwfRFjjH5gd9ocmJZzGKqR4FOXBnjQ/edit?usp=sharing)  **Day 3 - Poetry Analysis**  **Poetry WarmUp (QUIZLET)**  **Personification, Hyperboles, Allusions**  **Hey Diddle Diddle - Nursery Rhyme** **I Wandered Lonely as a Cloud by William Wordsworth** **Sample Allusions from Famous Poetry**  **Discussion and** [**Exit Ticket**](https://docs.google.com/presentation/d/1qRfS2ilj5qHkHLwfRFjjH5gd9ocmJZzGKqR4FOXBnjQ/edit?usp=sharing)  **Day 4 - Poetry Analysis**  **Poetry Analysis and Critique -Spoken Word** | Day 6 - Poetry TEST (Part 1 - Poetry Terms)  Day 7 - Poetry TEST (Part 2 - Composition) |