**Linden High School**

**Language Arts Grade 9**

**Curriculum Guide**

**­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**LINDEN PUBLIC SCHOOLS**

**LINDEN, NEW JERSEY**

**Dr. Marnie Hazelton**

**Superintendent**

**Denise Cleary**

**Assistant Superintendent**

**Dr. Patricia Tartivita**

**Supervisor of Secondary Language Arts**

**The Linden Board of Education adopted the Curriculum Guide on:**

|  |  |  |
| --- | --- | --- |
| **August 26, 2021** |  | **Education – Item # 9** |
| **Date** |  | **Agenda Item** |
|  |
| **Rationale****Be it resolved, that the following curriculum within the content area titled above be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards and meet the instructional mandates outlined by the New Jersey Department of Education.**  |

**Public Notice of Non-Discrimination**

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

Kevin Thurston – (908) 486-5432 ext. 8307; kthurston@lindenps.org

504 Officer & District Anti-Bullying Coordinator

Annabell Louis – (908) 486-2800 ext. 8025; alouis@lindenps.org

Title IX Coordinator

Steven Viana (908) 486-7085; sviana@lindenps.org

Director of Special Education

Marie Stefanick – (908) 587-3285; mstefanick@lindenps.org

**Linden Public Schools Vision**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

**Linden Public Schools Mission**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden’s diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

**Language Arts Department Vision**

Think Critically. Read Widely. Write Effectively. Speak Thoughtfully.

**Language Arts Department Mission Statement**

The mission of the Linden Public Schools Language Arts Department is to develop lifelong learners who are inquisitive, engaged, and reflective. Our goal is to foster literacy skills for reading, writing, speaking, and listening. Through a collaborative approach and rigorous curriculum, we promote every student’s creativity, empathy, and self-worth. The students we educate will be effective communicators, equipped to succeed in a global community.

.

**Course Description**

Language Arts are the abilities that enable one to think and express ideas logically and creatively; understand and participate meaningfully in spoken, written, and non-verbal communication; formulate and answer questions; and search for, organize, evaluate and apply information. The program is aligned with the New Jersey Student Learning Standards for Language Arts Literacy. The Language Arts program provides inclusion teachers in some classes to help students academically. Honors classes are offered in ninth, tenth, eleventh, and twelfth grades at the high school level. Students will be required to complete a research paper and outside reading. There is also a required Capstone project.

**Course Instructional Materials**

* *HMH Into Literature* Textbook
* *Ed* digital platform and digital resource
* Writing in Response to Reading Rubric
* Edmentum Benchmark
* Capstone summative project
* Grade level novels

**Standards and NJDOE Mandates Guiding Instruction**

* 1. New Jersey Student Learning Standards
	2. Amistad Commission Mandates…

(specific topics are identified where appropriate within each unit)

* the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African‐Americans to our society
* evidence is found in all grade‐bands in the district’s K to 12 Language Arts, [e.g., units about slavery, civil rights)
* Resources available at: <http://www.njamistadcurriculum.net>
	1. Holocaust Commission Mandates…

(specific topics are identified where appropriate within each unit)

* + - the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
		- the implementation of this mandate will be found in the district’s K to 12 Language Arts curricula
		- Resources available at: <https://www.nj.gov/education/holocaust/index.shtml>
	1. History of disabled and LGBT persons included in middle and high school curriculum
* A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of **middle school and high school** students as part of the district's implementation of the New Jersey Student Learning Standards.
* Resources at: <https://www.lgbtqhistory.org/lesson-plans/>
	1. Diversity, Equity, and Inclusion Mandate…
		+ Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district’s implementation of the New Jersey Student Learning Standards.
		+ Resources available at: <https://www.welcomingschools.org>
	2. Asian American and Pacific Islanders Mandate
* A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district’s implementation of the New Jersey Student Learning Standards.
* Resources available: <https://asianamericanedu.org>

**Other General Interdisciplinary Connections / Materials**

(specific materials are referenced within each unit, where applicable)

* History: Historical implications of the works being studied
* Fine and Performing Arts: Art, plays, and movies relevant to the topics covered in each unit.
* Science & Technology: Scientific or technological advances made during, or relevant, to the topics covered in each unit.
* Math: Analysis and manipulation of statistics or other numeric information / data relevant to the topics covered in each unit.

**Pacing Guide**

|  |  |
| --- | --- |
| **First****Marking Period****September 1 to November 15** | **Finding Common Ground/The Struggle for Freedom (Unit 1)****Time Frame: 10 Weeks****7 Weeks Instruction****Unit Test Week 7** **Reflection/Common Assessment Meeting Week 8****ReTeach/ReAssess Weeks 9-10** |
| **Second****Marking Period****November 16-January 31** | **The Bonds Between Us/ A Matter of Life and Death (Unit 2)****Time Frame: 10 Weeks****7 Weeks Instruction****Unit Test Week 7** **Reflection/Common Assessment Meeting Week 8****ReTeach/ReAssess Weeks 9-10** |
| **Third****Marking Period****February 1-April 5** | **Sweet Sorrow (Unit 3)****Time Frame: 10 Weeks****7 Weeks Instruction****Unit Test Week 7** **Reflection/Common Assessment Meeting Week 8****ReTeach/ReAssess Weeks 9-10** |
| **Fourth****Marking Period****April 6-June 22** | **Heroes and Quests (Unit 4)****Time Frame: 10 Weeks****7 Weeks Instruction****Unit Test Week 7** **Reflection/Common Assessment Meeting Week 8****ReTeach/ReAssess Weeks 9-10****CAPSTONE PROJECT** |

**Vertical Integration – Discipline Mapping**

The ninth-grade curriculum falls at the beginning of the high school experience.  In the Language Arts Curriculum, what is learned in one lesson prepares students for the next lesson. It establishes skills and knowledge which are used and further developed across the whole program of study. In this way, basic skills and knowledge are both developed and reinforced as other elements are introduced. This method of teaching is both structured and progressive, focusing on building to advanced levels of knowledge. At the end of the course, students are prepared for tenth grade.

**Accommodations, Modifications, and Teacher Strategies**

(specific recommendations are made in each unit, where applicable)

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructional Strategies*** Teacher Presentation
* Student Presentation
* Class Discussion
* Socratic Discussion
* Reading for Meaning
* Inquiry Design Model
* Interactive Lecture
* Interactive Notetaking
* Compare and Contrast
* Research Based
* Problem Based
* Project Based

**504 Plans**Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:* walk, breathe, eat, or sleep
* communicate, see, hear, or speak
* read, concentrate, think, or learn
* stand, bend, lift, or work

Examples of accommodations in 504 plans include:* preferential seating
* extended time on tests and assignments
* reduced homework or classwork
* verbal, visual, or technology aids
* modified textbooks or audio-video materials
* behavior management support
* adjusted class schedules or grading
* verbal testing
* excused lateness, absence, or missed classwork
* pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy
 | **Gifted and Talent Accommodations and Modifications*** Allow for further independent research on topics of interest related to the unit of study
* Advanced leveled readers and sources
* Increase the level of complexity
* Decrease scaffolding
* Variety of finished products
* Allow for greater independence
* Learning stations, interest groups
* Varied texts and supplementary materials
* Use of technology
* Flexibility in assignments
* Varied questioning strategies
* Encourage research
* Strategy and flexible groups based on formative assessment or student choice
* Acceleration within a unit of study
* Exposure to more advanced or complex concepts, abstractions, and materials
* Encourage students to move through content areas at their own pace
* After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
* Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas
 | **Special Education and At-Risk Accommodations and Modifications*** Focus on concept not details
* More visual prompts
* Leveled readers and teacher annotated sources
* Timelines and graphic organizers
* Remove unnecessary material, words, etc., that can distract from the content
* Use of off-grade level materials
* Provide appropriate scaffolding
* Limit the number of steps required for completion
* Time allowed
* Level of independence required
* Tiered centers, assignments, lessons, or products
* Provide appropriate leveled reading materials
* Deliver the content in “chunks”
* Varied texts and supplementary materials
* Use technology, if available and appropriate
* Varied homework and products
* Varied questioning strategies
* Provide background knowledge
* Define key vocabulary, multiple-meaning words, and figurative language.
* Use audio and visual supports, if available and appropriate
* Provide multiple learning opportunities to reinforce key concepts and vocabulary
* Meet with small groups to reteach idea/skill
* Provide cross-content application of concepts
* Ability to work at their own pace
* Present ideas using auditory, visual, kinesthetic, & tactile means
* Provide graphic organizers and/or highlighted materials
* Strategy and flexible groups based on formative assessment
* Differentiated checklists and rubrics, if available and appropriate
 | **English Language Learners Accommodations and Modifications****HMH Into Literature has specific English Learner Support for every unit. Examples include:****Practice Academic Vocabulary (Unit 1)****Provide Definitions (Unit 1)*** Focus on concept not details
* More visual prompts
* Leveled readers and teacher annotated sources
* Guided notes with highlighted words and concepts
* Use of Merriam-Webster’s ELL dictionary
* Timelines and graphic organizers
* Remove unnecessary material, words, etc., that can distract from the content
* Use of off-grade level materials
* Provide appropriate scaffolding
* Limit the number of steps required for completion
* Time allowed
* Level of independence required
* Tiered centers, assignments, lessons, or products
* Provide appropriate leveled reading materials
* Deliver the content in “chunks”
* Varied texts and supplementary materials
* Use technology, if available and appropriate
* Varied homework and products
* Varied questioning strategies
* Provide background knowledge
* Define key vocabulary, multiple-meaning words, and figurative language.
* Use audio and visual supports, if available and appropriate
* Provide multiple learning opportunities to reinforce key concepts and vocabulary
* Meet with small groups to reteach idea/skill
* Provide cross-content application of concepts
* Ability to work at their own pace
* Present ideas using auditory, visual, kinesthetic, & tactile means
* Provide graphic organizers and/or highlighted materials
* Strategy and flexible groups based on formative assessment
* Differentiated checklists and rubrics, if available and appropriate
 |

|  |
| --- |
| **Unit #1****Finding Common Ground/The Struggle for Freedom** |
| **Overview** |

This unit will analyze arguments, author’s purpose and message, tone and voice, graphic elements, digital texts, figurative language, rhetorical devices, poetic language, setting, purpose, and multimodal texts.

|  |
| --- |
| **STAGE 1** **Desired Results** |

**Essential Questions…**

How can we come together despite our differences?

How do people find freedom in the midst of oppression?

Why does representation matter?

**POWER STANDARDS** (Commonly Assessed)

**Reading and Literature**

**Key Ideas and Details**

**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.

**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.

**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).

**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).

**Informational Text**

**Key Ideas and Details**

**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.

**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).

**Language**

**Vocabulary Acquisition and Use**

**L.9-10.4.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.

**Speaking and Listening**

**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.

**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.

**Writing**

**Production and Distribution of Writing**

**W.9-10.2.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.

**Supporting Standards/Cumulative Progress Indicators**:

#### **RL.9-10.1**

**RL.9-10.2**

**RL.9-10.3**

**RL.9-10.6**

**RI.9-10.1**

**RI.9-10.2**

**RI.9-10.6**

**W.9-10.2.A-F**

**W.9-10.4**

**W.9-10.9.A**-**B**

**SL.9-10.1.A-D**

**SL.9-10.6**

**L.9-10.1.A-B**

**L.9-10.3**

**Grades 9-12 Sample Career Readiness, Life Literacies, and Key Skills for Unit 1:**

TECH.9.4.12.IML.2 Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and

relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social

Studies Practice: Gathering and Evaluating Sources.

TECH.9.4.12.CT.3 Enlist input from a variety of stakeholders (e.g., community members, experts in the field)

to design a service learning activity that addresses a local or global issue (e.g.,

environmental justice).

TECH.9.4.12.DC.8 Explain how increased network connectivity and computing capabilities of everyday

objects allow for innovative technological approaches to climate protection.

TECH.9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem

solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical

issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

TECH.9.4.12.IML.6 Use various types of media to produce and store information on climate change for

different purposes and audiences with sensitivity to cultural, gender, and age diversity

(e.g., NJSLSA.SL5).

TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

1.1.12prof.CR3a).

TECH.9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content and responsibilities

of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or

other project and determine the strategies that contribute to effective outcomes.

TECH.9.4.12.TL.4 Collaborate in online learning communities or social networks or virtual worlds to analyze

and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

TECH.9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within

information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

TECH.9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information.

TECH.9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics.

TECH.9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6,

7.1.AL.IPRET.6).

TECH.9.4.12.DC.6 Select information to post online that positively impacts personal image and future college

and career opportunities.

TECH.9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or

ethics (e.g., 6.3.12.HistoryCA.1).

WRK.9.2.12.CAP.22 Compare risk and reward potential and use the comparison to decide whether starting a

business is feasible.

WRK.9.2.12.CAP.11 Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA)

requirements to apply for postsecondary education.

WRK.9.2.12.CAP.4 Evaluate different careers and develop various plans (e.g., costs of public, private, training

schools) and timetables for achieving them, including educational/training requirements,

costs, loans, and debt repayment.

WRK.9.2.12.CAP.7 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in

areas of career interest.

**Visual and Performing Arts:**

|  |  |
| --- | --- |
| TH.9-12.1.4.12prof.Cn10a | Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.  |
| TH.9-12.1.4.12prof.Re7b | Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.  |
| TH.9-12.1.4.12prof.Pr5a | Identify and explore different pacing options per character to better communicate the story in a theatre work.  |
| TH.9-12.1.4.12prof.Cr1a | Research to construct ideas about the visual composition of devised or scripted theatre work.  |

**Students will know how to and be able to...**

* Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
* Analyze the text for inferred and literal meanings
* Make personal connections, make connections to other texts, and/or make global
connections when relevant
* Identify explicit and implicit textual evidence
* Determine the difference between strong and insufficient (unreliable) details
* Use direct quotes, paraphrase, summarize objectively
* Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience
* Support inference using several examples from the text
* Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text
* 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.
* Identify the details that develop characters as dynamic or complex versus static
or flat
* Identify multiple/conflicting character motivations
* Analyze character interactions as they develop plot
* Evaluate simple and complex relationships and/or events
on plot development
* 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.
* Use relevant and sufficient facts, definitions, details, and quotes
* Use sources that are appropriate to task, audience, and purpose

**New Jersey Department of Education - State Instructional Mandates Samples from Unit 1:**

Topics that address the Amistad Commission Mandate…

“The Gettysburg Address”-Abraham Lincoln (Social Studies Standard 6.1.12Civics DP)

Topics that address the Holocaust Commission Mandate…

“Oklahoma Bombing Memorial Address”: Bill Clinton

Topics that address the LBGT and Special Needs Mandate…

“Workplace Age Discrimination Still Flourishes in America” – Joe Kita

<https://www.aarp.org/work/working-at-50-plus/info-2019/age-discrimination-in-america.html>

Top 250 LGBPTQ Books for Teens

Freak the Mighty: Rodman Philbrick

“Southern Public Schools Named After Confederate Icons Seek Change” – Newsela

<https://newsela.com/read/public-schools-confederate-names/id/34587/?search_id=b1524884-2b38-4ea4-be15-001549c4d8a7>

“The Importance of Representation” – Natachi Onwuamaegbu

|  |
| --- |
| **STAGE 2****Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* Analyze the impact specific story elements have on the text
* 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.
* Identify the details that develop characters as dynamic or complex versus static
or flat
* Identify multiple/conflicting character motivations
* Analyze character interactions as they develop plot
* Evaluate simple and complex relationships and/or events
on plot development
* 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.
* Use relevant and sufficient facts, definitions, details, and quotes
* Use sources that are appropriate to task, audience, and purpose
* Select precise words and domain-specific vocabulary
* Introduce a topic arranging ideas, concepts, and information to show
* Interrelationships
* Format effectively
* Develop a topic
* Organize graphics
* Provide multimedia when useful
* Use transitions to link together the major sections of the text
* Write a concluding statement that supports the information presented
* Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)
* Decide what organization is most effective for purpose, audience, and task

**Sample Student Strategies and Activities:**

* Reading for Meaning
* Notice and Note
* Double-Entry Journal
* Analyze Voice and Tone (**Into Literature** 17)
* Modeled Discussions (**Into Literature** 8)
* Collaborate & Compare (**Into Literature** 70)
* Visually Reinforce Text Structure (**Into Literature** 105)
* Participate in Collaborative Discussions
* Three Before Me (*The Core Six*)
* Graphic Organizers (teacher made)
* Reading Log (*Into Literature*)
* RACE Strategy – Restate the question in your response; answer the question; cite textual evidence to support your answer; explain how the selected evidence supports your answer
* Reading for Meaning (*The Core Six*) Create a graphic organizer with claim statements to agree or disagree with. Select text evidence to support your thinking
* Modeled Discussions
* Participate in Collaborative Discussions
* Utilize Graphic Organizers to analyze texts (summarizing, central idea, NF text structure)
* *Link:* Teaching Channel: Thinking Notes Strategy For Close Reading
* *Link :*[Socratic Seminar: ReadWriteThink](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html)
* *Link:* [Levels of Thinking in Bloom’s and Webb’s Depth of Knowledge](http://www.ccresa.net/wp-content/uploads/2012/06/dok_blooms_comparison.pdf)
* Notice and Note Signposts (*Into Literature*) - Practice close reading by using signposts to guide your thinking.
* Check Your Understanding questions found at the end of each selection (*Into Literature*)
* Think- Pair- Share (*The Core Six*)
* Gather supporting evidence using a graphic organizer
* Write an introduction paragraph, including hook, background, title, author, genre, summary (TAG,) and thesis statement (claim).
* Cite evidence correctly following the MLA format.

**Sample Resources:**

“I Have a Dream”: Martin Luther King

Podcast interview with John Lewis

*From* Hidden Figures

“The Censors”: Luisa Valenzuela

“Booker T. and W.E.B”: Dudley Randall

“We Wear the Mask”: Paul Laurence Dunbar

“The Prisoner Who Wore Glasses”: Bessie Head

“Eulogy for Martin Luther King, Jr.”: Robert F. Kennedy

“A quilt of a Country”: Anna Quindlen

“Unusual Normality”: Ishmael Beah

“The Vietnam Wall”: Alberto Rios

“The Gettysburg Address”: Abraham Lincoln

Film Clip: *From* “Saving Lincoln”

Freak the Mighty: Rodman Philbrick

“Oklahoma Bombing Memorial Address”: Bill Clinton

**Sample Formative Assessments:**

* Glow and Grow
* Pause and Because… (*Tools for Thoughtful Assessment,*pg. 62)
* Somebody Wanted But So
* Response Log (throughout *Into Literature***)** at the end of Unit 1 for each selection reading
* Selection Tests (throughout *Into Literature***)** for Unit 1
* Rough Draft with Rubric
* Peer Edit Rubric Read Write Think
* Respond to the Essential Question
* Writing Frames (*Tools for Thoughtful Assessment*)
* Mapping (*Tools for Thoughtful Assessment*)
* ABC Summary
* Kagen Learning Chips: Review Chips
* Unit 1 Quizzes
* Edmentum Exact Path/Diagnostic

**Sample Summative/Alternative Assessments:**

* Unit I Test
* Write a Personal Essay/narrative
* Create an iMovie/podcast
* Create and present a protest song

|  |
| --- |
|  |

**Unit Specific Interdisciplinary Connections / Materials:**

“The Gettysburg Address”: Abraham Lincoln (Social Studies Standard 6.1.12CivicsDP)

**Unit Specific Multiple Intelligence Activities and Engagement**:

* Produce a podcast
* Give a speech
* Write a graphic memoir
* Storyboards

**Unit Specific Gifted and Talented Accommodations & Modifications:**

* Extended texts: Amos Fortune, Free Man: Elizabeth Yates
* Conduct research and collaborate to synthesize

**Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**

* HMH Speaking and Listening Studio
* Text X-Ray and supports and scaffolds for “The Vietnam Wall”
* Level-Up Tutorial
* Audio/Video Studio
* Oral Assessment
* Review Vocabulary
* Adapt the essay
* Draft the Essay
* Scaffolding by using modeling and graphic organizers with sentence stems
* Review and follow rules for grammar, punctuation, capitalization, spelling
* Review and utilize the writing process
* Brainstorm/prewrite
* Draft
* Revise
* Edit
* Publish
* Conduct student/teacher conferences
* Peer Edit using a checklist
* Notice and Note Strategies

|  |
| --- |
| **Additional Materials** |

**Digital Tools/Resources:**

* HMH Ed Digital Platform
* Edmentum Exact Path
* Edmentum Diagnostic
* Newsela
* Nearpod
* Kahoot
* Canvas

**Other Resources:**

* Into Literature Level 9-Houghton Mifflin Harcourt
* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment by Harvey Silver
* Kagen Learning Chips
* Core 6 Strategies

|  |
| --- |
| **Unit #2****The Bonds Between Us/A Matter of Life and Death** |
| **Overview:** |

This unit will analyze setting and make inferences about theme, analyze author’s claim, summarize and paraphrase texts, evaluate details, analyze media messages, plot, and characterization, diction and syntax, argument and rhetorical devices, poetic language and structure, memoirs and word choice.

|  |
| --- |
| **STAGE 1** **Desired Results** |

**Essential Questions…**

How do we form and maintain our connections with others?

What does it take to survive in a crisis?

How do we determine truth?

**POWER STANDARDS**(Commonly Assessed):

**Reading Literature**

**Key Ideas and Details**

**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.

**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.

**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).

**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).

**Informational Text**

**Key Ideas and Details**

**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.

**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).

**Language**

**Vocabulary Acquisition and Use**

**L.9-10.4.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.

**Speaking and Listening**

**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.

**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.

**Writing**

**Production and Distribution of Writing**

**W.9-10.2.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.

#### **Supporting Standards/Cumulative Progress Indicators**:

**RL.9-10.4**

**RL.9-10.5**

**RL.9-10.6**

**RL.9-10.7**

**RL.9-10.9**

**RI.9-10.5**

**RI.9-10.7**

**RI.9-10.8**

**RI.9-10.9**

**W.9-10.1.A-E**

**W.9-10.3**

**W.9-10.7**

**SL.9-10.2**

**SL.9-10.5**

**SL.9-10.6**

**L.9-10.4.A-D**

**Grades 9-12 Sample Career Readiness, Life Literacies, and Key Skills for Unit 2**

TECH.9.4.12.IML.2 Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and

relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social

Studies Practice: Gathering and Evaluating Sources.

TECH.9.4.12.CT.3 Enlist input from a variety of stakeholders (e.g., community members, experts in the field)

to design a service learning activity that addresses a local or global issue (e.g.,

environmental justice).

TECH.9.4.12.DC.8 Explain how increased network connectivity and computing capabilities of everyday

objects allow for innovative technological approaches to climate protection.

TECH.9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem

solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical

issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

TECH.9.4.12.IML.6 Use various types of media to produce and store information on climate change for

different purposes and audiences with sensitivity to cultural, gender, and age diversity

(e.g., NJSLSA.SL5).

TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

1.1.12prof.CR3a).

TECH.9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content and responsibilities

of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or

other project and determine the strategies that contribute to effective outcomes.

TECH.9.4.12.TL.4 Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

TECH.9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within

information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

TECH.9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information.

TECH.9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics.

TECH.9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6,

7.1.AL.IPRET.6).

TECH.9.4.12.DC.6 Select information to post online that positively impacts personal image and future college

and career opportunities.

TECH.9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or

ethics (e.g., 6.3.12.HistoryCA.1).

WRK.9.2.12.CAP.22 Compare risk and reward potential and use the comparison to decide whether starting a

business is feasible.

WRK.9.2.12.CAP.11 Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA)

requirements to apply for postsecondary education.

WRK.9.2.12.CAP.4 Evaluate different careers and develop various plans (e.g., costs of public, private, training

schools) and timetables for achieving them, including educational/training requirements,

costs, loans, and debt repayment.

WRK.9.2.12.CAP.7 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in

areas of career interest.

**Visual and Performing Arts:**

|  |  |
| --- | --- |
| TH.9-12.1.4.12prof.Re8c | Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.  |
| TH.9-12.1.4.12prof.Cn11b | Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.  |
| TH.9-12.1.4.12prof.Re9b | Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.  |

**Students will know how and be able to...**

* 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).
* Identify key words and determine figurative meaning
* Identify key words and determine connotative meaning
* Understand how word choice impacts meaning (For example, how language evokes
a sense of time and place)
* Determine formal vs. informal tone
* Identify cumulative impact of word choice on meaning and tone
* 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.
* Determine a theme and central idea
* Analyze how details develop the theme/central idea
* Make inferences using explicit and implicit text evidence
* Use the text to draw conclusions about the theme/central idea
* Formulate an objective (free of personal bias) summary of the text
* Determine how the theme/central idea emerges and is refined or strengthened by
key details

**New Jersey Department of Education - State Instructional Mandate Samples from Unit 2:**

Topics that address the Amistad Commission Mandate…

Monster: Walter Dean Meyers (Social Studies Standard 6.3.12.HistorySE.1)

Topics that address the Holocaust Commission Mandate…

*From* Night: Elie Wiesel

Topics that address the LBGT and Special Needs Mandate…

“Marsha P. Johnson and Sylvia Rivera: Stonewall Activists of ‘70s”: Newsela [**https://newsela.com/read/lib-marsha-p-johnson-sylvia-rivera-lgbtqia/id/57934/write?search\_id=beec440d-3f31-4085-8ac9-20b69a57cab2&collection=2000000224**](https://newsela.com/read/lib-marsha-p-johnson-sylvia-rivera-lgbtqia/id/57934/write?search_id=beec440d-3f31-4085-8ac9-20b69a57cab2&collection=2000000224)

<https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-a-lgbtq-books-characters#middle>

Advocate for Inclusive & Affirming Curriculum
 <https://www.glsen.org/inclusive-curriculum>

Imbedding Social Justice through media**:** <https://abcnews.go.com/Nightline/video/malala-yousafzai-bravest-girl-world-20501885>

|  |
| --- |
| **STAGE 2****Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* 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).
* Identify key words and determine figurative meaning
* Identify key words and determine connotative meaning
* Understand how word choice impacts meaning (for example, how language evokes
a sense of time and place)
* Determine formal vs. informal tone
* Identify cumulative impact of word choice on meaning and tone
* 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.
* Determine a theme and central idea
* Analyze how details develop the theme/central idea
* Make inferences using explicit and implicit text evidence
* Use the text to draw conclusions about the theme/central idea
* Formulate an objective (free of personal bias) summary of the text
* Determine how the theme/central idea emerges and is refined or strengthened by
key details
* Provide an objective summary of the text

**Sample Student Strategies and Activities**

* Use a summarizing graphic organizer such as Someone Wants But So Then to develop complete and accurate summaries
* Use reflective journal to respond to texts
* View the following Level Up Tutorials on ED/HMH as whole class, small group or independently:
* -Elements of Argument
* -Evaluate Author’s Claims
* Color code a model text to indicate the parts of a short story or narrative.
* Post the essential question on an anchor chart. Refer to and respond to it throughout the unit
* Notice and Note (*Into Literature)*
* Evaluate Details Organizer
* Summarize and Paraphrase Texts Chart
* Think Pair Share
* 4-2-1 Summarize Organizer (*Tools for Thoughtful Assessment*)
* Use graphic organizers to develop claim statement and gather evidence
* Model determining evidence to support a claim.
* Use graphic organizers to develop introduction and body paragraphs
* Writing Studio (*Into Literature)*
* Identification of claims and evidence
* Notice and Note
* Mapping (*Tools for Thoughtful Assessment*)
* Create and Use Notecards to develop ideas and maintain focus during presentations
* Pair and Practice
* Adapt your Argument
* Present Labeled Drawings
* Gallery Walk (*Tools for Thoughtful Assessment*)
* Association Triangle(*Tools for Thoughtful Assessment)*
* Word Gaps (*Into Literature*)
* Syntax Surgery (*Into Literature)*

**Sample Resources:**

“BlueEyes/Brown Eyes” Anti-Racism Exercise: Jane Elliot

Night: Elie Wiesel

The Kite Runner: Khaled Hosseini

To Kill a Mockingbird: Harper Lee

Monster: Walter Dean Myers

“The Grasshopper and the Bell Cricket”: Yasunari Kawabata

“With Friends Like These”: Dorothy Rowe

“The Leap” Louise Erdich

“Is Survival Selfish?”: Lane Walker

“At Dusk”: Natasha Trethewey

**Sample Formative Assessments:**

* Quotation Analysis
* Literature Circle
* Memory Box (*Tools for Thoughtful Assessment*))
* Unit 2 Quizzes
* Response Log
* Because… (*Tools for Thoughtful Assessment*)**,** pg. 62)
* Argumentative letter outline/rough draft
* Comprehension Menus (*Tools for Thoughtful Assessment*)
* Explaining Solutions (*Tools for Thoughtful Assessment*)
* Kagan Learning Chips: Processing Chips
* Paired Presentation with Rubric (teacher created)
* Edmentum Exact Path

**Sample Summative/Alternative Assessments:**

* Unit 2 Test
* Write an Argumentative Essay
* Create a Multimodal Project/Documentary
* Edmentum Benchmark
* In-Person or Virtual Debate

**Unit Specific Interdisciplinary Connections/Materials:**

* Monster: Walter Dean Meyers (Social Studies Standard 6.3.12.HistorySE.1)

**Unit Specific Multiple Intelligence Activities and Engagement:**

* Create defend an argument
* Create a Sketchnote
* Pinwheel Discussion
* Draw a storyboard

**Unit Specific Gifted and Talented Accommodations & Modifications:**

* Extended text: The Miracle Worker: William Gibson (drama)
* **Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**
* HMH Speaking and Listening Studio
* Text X-Ray: English Learner Support for Night
* Create a Storyboard
* Level Up Tutorial: Theme
* Reading Studio: Notice and Note
* Grammar Studio Module 4
* Vocabulary Studio
* Confirm Understanding
* Identify Sensory Details
* Adapt the essay
* Draft
* Revise
* Edit
* Publish
* Conduct student/teacher conferences
* Peer Edit using a checklist
* Notice and Note Strategies

**Digital Tools/Resources:**

* HMH Ed Digital Platform
* Edmentum Exact Path
* Edmentum Diagnostic
* Newsela
* Nearpod
* Kahoot
* Canvas

**Other Resources:**

* Into Literature Level 9-Houghton Mifflin Harcourt
* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment by Harvey Silver
* Kagen Learning Chips
* Core 6 Strategies

|  |
| --- |
| **Unit #3****Sweet Sorrow** |
| **Overview:** |

This unit will focus on Shakespeare’s *Romeo and Juliet*, along with analyzing text meaning and author’s purpose, informational text, multimodal texts, analyzing literary device and parallel plots, and poetry.

|  |
| --- |
| **STAGE 1** **Desired Results** |

**Essential Questions:**

How can love bring both joy and pain?

How does inner peace affect happiness?

**POWER STANDARDS** (Commonly Assessed): **Reading Literature**

**Key Ideas and Details**

**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.

**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.

**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).

**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).

**Informational Text**

**Key Ideas and Details**

**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.

**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).

**Language**

**Vocabulary Acquisition and Use**

**L.9-10.4.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.

**Speaking and Listening**

**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.

**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.

**Writing**

**Production and Distribution of Writing**

**W.9-10.2.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.

#### **Supporting Standards/Cumulative Progress Indicators:**

**RL.9-10.7**

**RL.9-10.9**

**RI.9-10.3**

 **RI.9-10.4**

**RI.9-10.5**

**W.9-10.1.A-E**

**W.9-10.5**

**W.9-10.8.**

**W.9-10.10**

**SL.9-10.5**

**SL.9-10.6**

**L.9-10.2A-C**

**L.9-10.5.A-B**

**Grade 9-12 Sample Career Readiness, Life Literacies, and Key Skills for Unit 3**

TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

1.1.12prof.CR3a).

TECH.9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content and responsibilities

of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or

other project and determine the strategies that contribute to effective outcomes.

TECH.9.4.12.TL.4 Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

TECH.9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within

information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

TECH.9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information.

TECH.9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics.

TECH.9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6,

7.1.AL.IPRET.6).

TECH.9.4.12.DC.6 Select information to post online that positively impacts personal image and future college

and career opportunities.

TECH.9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or

ethics (e.g., 6.3.12.HistoryCA.1).

WRK.9.2.12.CAP.22 Compare risk and reward potential and use the comparison to decide whether starting a

business is feasible.

**Visual and Performing Arts:**

|  |  |
| --- | --- |
| TH.9-12.1.4.12prof.Re7a | Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.  |
| TH.9-12.1.4.12prof.Cr3c | Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.  |
| TH.9-12.1.4.12prof.Pr5b | Explore and discover character choices using given circumstances in devised or scripted theatre work.  |
| TH.9-12.1.4.12prof.Pr4b | Use technical elements to increase the impact of design for a theatre production.  |
| TH.9-12.1.4.12prof.Pr4a | Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.  |
| TH.9-12.1.4.12prof.Re9a | Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.  |

**Students will know how and be able to...**

* Analyze text meaning and author’s purpose
* Analyze informational text
* Write a literary analysis
* Generate questions
* Make connections
* Analyze rhyme scheme
* Listen for a poem’s rhythm and melody
* Analyze foreshadowing
* Analyze suspense
* Analyze digital texts
* Correctly spell commonly confused words
* Analyze structural elements
* Make a graphic
* Analyze theme

**New Jersey Department of Education -State Instructional Mandates Samples from Unit 3:**

Topics that address the Amistad Commission Mandate…

* “Issue Overview: Racial Profiling” – Newsela (Social Studies Standard 6.1.12CivicsHR.1)

<https://newsela.com/read/overview-racial-profiling/id/21199/?search_id=92f09656-97fc-485b-a59d-229dfe357d72>

Topics that address the LGBT and Special Needs Mandate…

* “Teens are breaking old rules about gender” – Newsela <https://newsela.com/read/teens-prom-breaking-rules/id/42658/?search_id=57ad61db-75a7-44b0-b472-11c32505a80f>

|  |
| --- |
|  |

* For Educators: Supporting LGBTQIA Youth Resource List
<https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list>

|  |
| --- |
| **STAGE 2****Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* 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).
* Investigate how an author structures the text and develops ideas
* Analyze how the structure of a text and order of ideas or claims within it affect
the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text
* 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).
* Understand and describe how an author has chosen to structure a text and order
events within it
* Analyze how the author’s choices to structure a text and manipulate time can
create mystery, tension, or surprise for the reader
* Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
* Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
* Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence
* Analyze the development of the theme or central idea over the course of the fictional or informational text
* Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts
* Draw evidence from literary or informational texts to support analysis, reflection, and research

**Sample Student Strategies and Activities:**

* Glow and Grow
* Color marking/annotations for horror stories
* Elements of Plot: Use a plot diagram chart (Freytag’s Pyramid) to teach the key parts of plot.
* Create a storyboard of a significant part of the text to show plot development.
* “We Got the Text’s Message” – Identify theme and provide evidence by creating a mock text chain to explain the theme of a story.
* Reading for Meaning strategy to find text evidence to support theme.
* Rhetoric Prompts
* Notice and Note (*Into Literature)*
* Association Triangles (*Tools for Thoughtful Assessment***,**82)
* Close Reading
* Read closely and annotate the text using annotation symbols and note-taking.
* Write & Discuss (*Into Literature)*
* Writing Studio (*Into Literature)*
* Think-Pair-Share
* Create and Present (*Into Literature)*
* Vocab’s CODE (*Core Six)*
* Association Triangle (*Tools for Thoughtful Assessment***,** pg. 82)
* Extreme or Absolute Language (*Into Literature*)
* RACE strategy

**Sample Resources:**

* The Tragedy of Romeo and Juliet: William Shakespeare
* Romiette and Julio: Sharon Draper
* Wuthering Heights: Emily Brontë
* Ethan Frome: Edith Wharton
* “The Price of Freedom”: Noreen Riols
* “Love’s Vocabulary” *from* A Natural History of Love: Diane Ackerman
* “My Shakespeare”: Kate Tempest
* “Having it Both Ways”: Elizabeth Jennings
* “Superheart”: Marion Shore

**Sample Formative Assessments:**

* Analyze Text Meanings
* Level Up Tutorials
* Response Log
* Because… (*Tools for Thoughtful Assessment***,** pg. 62)
* Quiz on compare/contrast signal words
* Show and Share (*Tools for Thoughtful Assessment*, pg. 203)
* Peer Editing with Writing Task rubric (*Into Literature)*
* Paired Presentation with Rubric (teacher created)
* Critical Vocabulary Practice
* Response Logs for Unit 6
* Check Your Understanding (*Into Literature*)
* Kagan Learning Chips: Discussion and Inference
* Rough draft of literary analysis with rubric
* Rough draft of poem with rubric
* Edmentum Exact Path

**Sample Summative/Alternative Assessments:**

* Edmentum Benchmark Diagnostic
* Write a love poem/sonnet
* Literary analysis with rubric
* Write or respond to an argument
* Create a Multimodal Presentation
* Unit 3 Test
* Create an iMovie based on Shakespeare’s Romeo and Juliet
* Analyze and Evaluate a podcast

**Unit Specific Interdisciplinary Connections/Materials:**

* “Issue Overview: Racial Profiling” – Newsela (Social Studies Standard 6.1.12CivicsHR.1)

**Unit Specific Multiple Intelligence Activities and Engagement:**

* Create an iMovie
* Speak lines of poetry
* Draw a graphic novel page

**Unit Specific Gifted and Talented Accommodations & Modifications:**

* Analyze speaker
* Discuss the quotation
* Learning Mindset (Reading Studio)
* Extended Text: Wuthering Heights: Emily Brontë

**Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**

* Audio/Video Studio
* Oral assessment
* Confirm understanding
* Discuss with a small group
* Review vocabulary
* Text X-Ray: Romeo and Juliet: William Shakespeare
* Adapt the essay
* Draft the essay
* Scaffolding by using modeling and graphic organizers with sentence stems.
* Review and follow rules for grammar, punctuation, capitalization, spelling
* Review and utilize the Writing process:
* Brainstorm/prewrite
* Draft
* Revise
* Edit
* Publish
* Conduct student/teacher conferences
* Peer Edit using a checklist
* Notice and Note Strategies
* HMH Speaking and Listening Studio
* Learn Language Structures
* Oral Assessment
* Use Word Families
* Demonstrate Comprehension
* Genre Reformulation

**Digital Tools/Resources:**

* NearPod
* Newsela
* Turnitin
* Edmentum Exact Path
* HMH *Ed* Digital Platform
* Kahoot
* Canvas

**Other Resources**:

* Into Literature Level 8- Houghton Mifflin Harcourt
* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment-Harvey Silver
* Kagen Learning Chips
* Core 6 Strategies

|  |
| --- |
| **Unit #4****Heroes and Quests** |
| **Overview:** |

This unit includes analyzing epic heroes and epic poetry, technical texts, travel writing, graphic features, and technical language. Students will determine key ideas, analyze text structure, and reflect on the year with the completion of a capstone project.

|  |
| --- |
| **STAGE 1** **Desired Results** |

**Essential Question:**

What drives us to take on a challenge?

**POWER STANDARDS** (Commonly Assessed):

**Reading and Literature**

**Key Ideas and Details**

**POWER STANDARDS** (Commonly Assessed): **Reading Literature**

**Key Ideas and Details**

**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.

**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.

**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).

**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).

**Informational Text**

**Key Ideas and Details**

**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.

**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).

**Language**

**Vocabulary Acquisition and Use**

**L.9-10.4.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.

**Speaking and Listening**

**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.

**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.

**Writing**

**Production and Distribution of Writing**

**W.9-10.2.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.

#### **Supporting Standards/Cumulative Progress Indicators:**

**RL.9-10.7**

**RL.9-10.9**

**RI.9-10.3**

 **RI.9-10.4**

**RI.9-10.5**

**W.9-10.1.A-E**

**W.9-10.5**

**W.9-10.8.**

**W.9-10.10**

**SL.9-10.5**

**SL.9-10.6**

**L.9-10.2A-C**

**L.9-10.5.A-B**

####  **Grades 9-12 Career Readiness, Life Literacies, and Key Skills for Unit 4:**

TECH.9.4.12.IML.2 Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social

Studies Practice: Gathering and Evaluating Sources.

TECH.9.4.12.CT.3 Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g.,

environmental justice).

TECH.9.4.12.DC.8 Explain how increased network connectivity and computing capabilities of everyday

objects allow for innovative technological approaches to climate protection.

TECH.9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem

solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

TECH.9.4.12.IML.6 Use various types of media to produce and store information on climate change for

different purposes and audiences with sensitivity to cultural, gender, and age diversity

(e.g., NJSLSA.SL5).

TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

1.1.12prof.CR3a).

TECH.9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or

other project and determine the strategies that contribute to effective outcomes.

TECH.9.4.12.TL.4 Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

TECH.9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within

information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

TECH.9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information.

TECH.9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics.

TECH.9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6,

7.1.AL.IPRET.6).

TECH.9.4.12.DC.6 Select information to post online that positively impacts personal image and future college and career opportunities.

TECH.9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or

ethics (e.g., 6.3.12.HistoryCA.1).

WRK.9.2.12.CAP.22 Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

WRK.9.2.12.CAP.11 Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA)

requirements to apply for postsecondary education.

WRK.9.2.12.CAP.4 Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements,

costs, loans, and debt repayment.

WRK.9.2.12.CAP.7 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in

areas of career interest.

**Visual and Performing Arts:**

|  |  |
| --- | --- |
| TH.9-12.1.4.12prof.Re9a | Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.  |
| TH.9-12.1.4.12prof.Cn11a | Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.  |
| TH.9-12.1.4.12prof.Re8b | Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.  |
| TH.9-12.1.4.12prof.Cr2b | Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.  |

**Students will know how and be able to…**

* Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
* Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective
* Draw information from primary and secondary sources, and provide a conclusion
* Organize, develop, and produce a presentation in a style appropriate to my purpose and audience
* Present information clearly, concisely, and logically
* Use correct eye contact
* Adapt volume and tone to audience and purpose
* Speak with clear pronunciation
* Use figurative language to aid in description
* Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns
* Consult reference materials to derive word meanings and correct pronunciation of words
* Trace the etymology of words
* Use context clues to derive word meaning ( connotation, denotation, word
function and position)
* Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
* Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant
* Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading
* Move from passive listener to active participant
* Use text/source to show fallibility in speaker’s reasoning
* Describe ideas by using sensory and specific language
* Complete a capstone project

**New Jersey Department of Education - State Instructional Mandates:**

Topics that address the Amistad Commission Mandate…

“What’s My Complicity? Talking White Fragility With Robin DiAngelo” - Video

<https://www.tolerance.org/magazine/summer-2019/whats-my-complicity-talking-white-fragility-with-robin-diangelo>

“How Southern Socialites Rewrote Civil War History”-Ted Talk (Social Studies Standard 9-12.D3.2.9-12)

Topics that address the Holocaust Commission Mandate…

Sarah’s Key: Tatiana deRosnay

Topics that address the LBGTQ and Special Needs Mandate…

* Top 250 LGBTQ Books for Teens: Cart and Jenkins
* Social Emotional Learning: <https://www.state.nj.us/education/cccs/frameworks/ela/6.pdf>
* Teaching Tolerance:  The LGBTQ Library
<https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-a-lgbtq-books-characters#middle>
* Advocate for Inclusive & Affirming Curriculum
<https://www.glsen.org/inclusive-curriculum>

|  |
| --- |
| **STAGE 2****Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* Analyze the impact author’s words (autobiography, memoir) and of specific word choice on meaning and/or tone
* Analyze epic heroes and epic poetry
* Evaluate graphic features
* Analyze technical texts
* Analyze travel writing
* Analyze why the author used a specific word choice or sound device
* Analyze the impact of a word choice or sound device on the reader
* Evaluate the effectiveness of the author’s word choice or sound device
* Engage in short research projects to answer a self-selected or teacher- assigned questions
* Develop research questions
* Determine keywords or topics for each question
* Search for informational sources in an effort to answer the question
* Compose follow-up research questions based on the initial search
* Explain quotations used as support to enhance meaning
* Research and synthesize information from several sources
* Conduct research and synthesize multiple sources of information
* Present research findings
* Revise and edit a written piece for improvement
* Present a written piece

**Sample Student Strategies and Activities:**

* Research Project Planning Table
* Character Analysis
* Character Traits
* Character Development
* Dynamic vs. Stagnant Character
* Discussion: how setting impacts character and plot
* Notice and Note (**Into Literature**)
* Reading Log (**Into Literature**)
* Sketch to Stretch (**Into Literature**)
* Numbered Heads Together (**Into Literature**)
* Reading for Meaning (**Core Six** pg. 7)
* Response to writing prompts
* Constructed Response (**Tools for Thoughtful Assessment** - pg. 160)
* Interactive Note Making (**Tools for Thoughtful Assessment -** pg. 109)
* Inductive Writing
* (*The Core Six*)
* Write an argument
* Cite evidence from the text to support original ideas. Use the RACE strategy
* Notice and Note (*Into Literature)*
* Pair and Practice
* Vocabulary’s Code (*The Core Six)*
* Create and Discuss Word Networks for Critical Vocabulary
* VKR Chart
* Ice breaker activities
* Response to writing prompt
* Small group discussions
* Journaling

**Sample Resources:**

* *From* The Odeyssey : Homer
* *From* The Cruelest Journey-600 Miles to Timbuktu: Kira Salak
* “The Journey” : Mary Oliver
* “Siren Song”: Margaret Atwood
* Drama: “The Odyssey: A Dramatic Reading of Homer’s Epic”: Simon Armitage
* The Red Badge of Courage: Stephen Crane
* Sarah’s Key: Tatiana deRosnay
* The Autobiography of Miss Jane Pittman: Ernest J. Gaines

**Sample Formative Assessments:**

* Check Your Understanding (**Into Literature**)
* Quizzes
* Analyze the Text (**Into Literature** - at the end of each selection)
* Rough Draft with Rubric
* Create and Discuss: Write a memoir or narrative(**Into Literature** - pg. 431)
* Language Conventions: Practice and Apply (*Into Literature* - at the end of selections**)**
* Kagan Learning Chips: Discussion and Review
* Somebody Wanted But So
* ABC Summary
* Exit Ticket
* Edmentum Exact Path

**Sample Summative Alternative Assessments:**

* CAPSTONE
* Unit 4 Test
* Write a travel blog
* Create a movie trailer
* Write an explanatory essay
* Edmentum End of Year Diagnostic

**Unit Specific Interdisciplinary Connections/Materials:**

* “How Southern Socialites Rewrote Civil War History”-Ted Talk (Social Studies Standard 9-12.D3.2.9-12)

**Unit Specific Multiple Intelligences Activities and Engagement:**

* Sketch to Stretch
* Stage a dramatic reading in epic format
* Use pictorial support
* Pantomime actions

**Unit Specific Gifted and Talented Accommodations and Modifications:**

* Analyze how playwrights develop characters
* Write and set a poem to music
* Extended Texts: The Thief: Megan Whalen Turner
* **Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**
* Text X-Ray: The Odyssey: Homer
* Comprehension check
* Describe a character
* Ask questions
* Practice plurals
* Reach charts
* Use cognates
* Oral assessment
* Time phrases and transitions
* Focus on figurative language
* Draft the explanatory essay/travel memoir
* Peer edit using a checklist
* One-to one conference
* Chunk aspects of the capstone
* Work in groups/pairs/alone
* Notice and Note strategies

|  |
| --- |
| **Additional Materials** |

**Digital Tools/Resources:**

* NearPod
* Newsela
* Turnitin
* Edmentum
* *Ed* HMH Digital Platform
* Kahoot
* Canvas
* Social Emotional Learning: <https://www.state.nj.us/education/cccs/frameworks/ela/6.pdf>

**Other Resources:**

* Into Literature Level 8-Houghton Mifflin Harcourt
* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment by Harvey Silver