Unit 6: World's End Copied from: ELA 1, Copied on: 02/21/22

Content Area: **ELA**
Course(s): **ELA 1**
Time Period: **MayJun**
Length: **4-6 weeks Grade 9**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

English 1 - Grade 9

Unit 6- World's End

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Joette Nigro, Teacher of English

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

Unit Overview

The unit World's End includes several short stories centered on the theme of challenges and imaging the future. The unit provides students with an opportunity to practice reading strategies using a selection that extends the overall theme of the collection. The stories included in the unit expose students to literature that includes conflicts between people and monsters, real or imaginary. In the unit, student will interpret the various elements of short stories, analyze character behavior, respond to literature through written responses and class discussions, and demonstrate the ability to think critically and problem solve.

Enduring Understanding

Enduring Understanding:

- Conflict is the basic ingredient in stories, therefore analyzing conflict, both internal and external is crucial for reflection and comprehension.
- Which matter more- the present or future?
- Reflection, both mentally and in written form is important.
- Stories that present conflict and challenges help the reader absorb the courage, the strength, and the wisdom to confront conflicts and problem solve in real life.
- Readers develop a deeper understanding through reflection of text.
- Readers use strategies to construct meaning.

Essential Questions:

- Questions that will help trigger discussion and understanding of the main ideas and topics presented in this unit.

Essential Questions

- Why do we try to imagine the future?
- Why is the writer's choice in words and tone important?
- What elements of a story capture the reader's attention?
- How do I make sense of what I read?
- What context clues does the author give the reader to better understanding?

Exit Skills

By the end of Grade 9, ELA Unit 6, the student should be able to:

- Read, comprehend, analyze and critique short stories
- Understand and apply written and oral conventions to everyday interactions
- Become active readers, good listeners and critical thinkers in everyday situations
- Apply a variety of reading strategies to short stories with emphasis on figurative language and the meaning of the text

New Jersey Student Learning Standards (NJSLS-S)

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.
LA.RL.9-10.6	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.
LA.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).
LA.RL.9-10.10a	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.
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.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.
LA.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.
LA.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.W.9-10.1.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.
LA.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.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.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.
LA.W.9-10.9.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]").
LA.SL.9-10.1.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.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal

	English.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.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.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.

Interdisciplinary Connections

SOC.9-12.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.2.1	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.

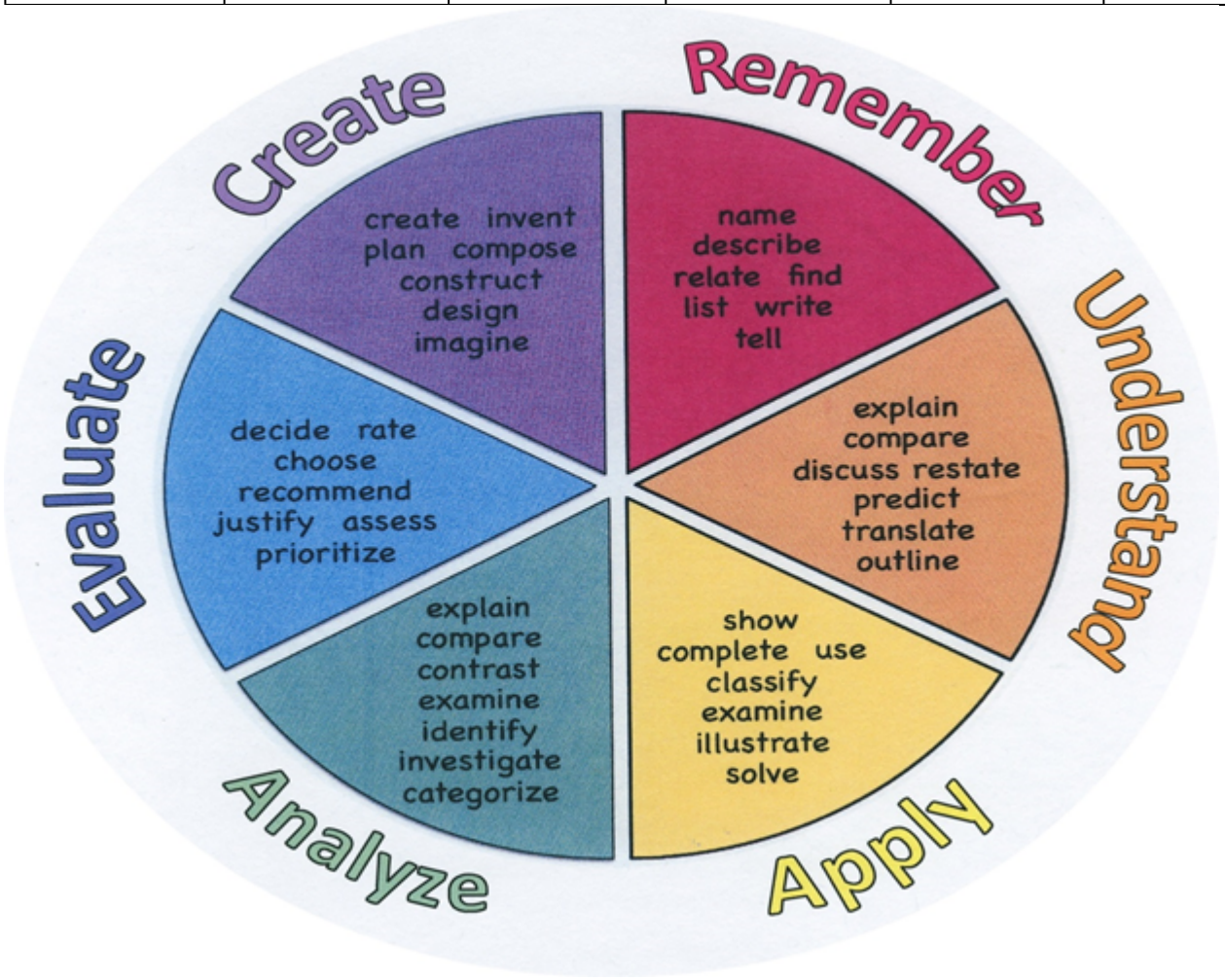
Learning Objectives

- Recognize, analyze and cite ways that readers make meaning from a text
- Use context clues to determine a word's meaning
- Interpret literary elements in short stories with special emphasis on plot, climax, character, setting, irony, point of view, and theme (identify and apply these components)
- Respond to literature (class discussion, writing assignments, essays, and journals)
- Learn and use new vocabulary
- Plan, draft, revise and edit written assignments including an analytical research paper
- Demonstrate the ability to organize information (charts, organizers, notes)
- Evaluate and support arguments based on text

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize

Memorize Name Omit Recite Select State Count Draw Outline Point Quote Recall Recognize Repeat Reproduce	Give Examples Illustrate Indicate Interrelate Interpret Infer Match Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Prepare Produce Select Show Sketch Solve Use Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Point out Select Subdivide Survey Arrange Breakdown Combine Detect Diagram Discriminate Illustrate Outline Point out Separate	Contrast Critique Determine Grade Justify Measure Rank Rate Support Test	Invent Make Originate Organize Plan Produce Role Play Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

Example: Students should write a journal on the "Do Now" essenital question, "Why do people think about the future?"

Student Centered Learning: Students should either have already selected groups or groups of their choosing and we ready to jigsaw or answer higher order thinking discussion questions related to the theme or topic of the piece of literature being discussed.

Use of Rubrics: After discussing an assignment, allow students to create what they believe to be a fair rubric for assessing the assignment. This allows the students to have a say in how they will be graded as well as accountablity for the assignment.

Starting classes with a "Do Now" activity: Using a connection to life question that relates to the piece of literature will make the students be able to connect to the text and jump start to discussion.

Allowing students to choose their own projects: Having a vairety of projects that the students can choose from helps address all learning types. This will allow the students to choose the project they feel they can be most successful in completing.

Brainstorming: This helps in the writing process because it will allow the student to know if they are grasping the topic

Writing Process: Having students be involved in the writer's workshop process of writing

Assessment Evidence - Checking for Understanding (CFU)

Example: Students should read "Fire and Ice" and answer a written assessment on how the theme relates to the essential question. (summative assessment)

On Pearson Online Portal:

Unit Quizzes - summative assessment

Selection Quizzes - summative assessment

Unit Tests - summative assessment

Selection Tests - summative assessment

Various worksheets to go along with selections - formative assessment

Department Made:

Quarterly Assessments/Common Benchmarks - summative assessment

Unit/Selection Review - formative assessment

Teacher Made:

Web-Based Assessments - alternative assessment

Various Assignments/Projects/Essay Topics - alternative assessment

Evaluation Rubrics - formative assessment

Exit Tickets - formative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share

- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Textbook (Hard Copy and Digital): My Perspectives-English Language Arts 9th Grade Edition

Grammar: Heath

Literature:

Whole-Class Learning

By the Waters of Babylon by Stephen Vincent Benet

There Will Come Soft Rains by Ray Bradbury

Small-Group Learning

A Song on the End of the World by Czeslaw Milosz

Independent Learning

"Fire and Ice" by Robert Frost

Novels Choices

Fahrenheit 451 by Ray Bradbury

The Road by Cormac McCarthy

Writing:

Narrative

Grammar:

Sentence structure- Subject/Object

Ancillary Resources

youtube

Worksheets/packets-Teacher made and online resources

NPR

60 Minutes

Technology Infusion

Chromebooks

SmartTV

Microsoft Word

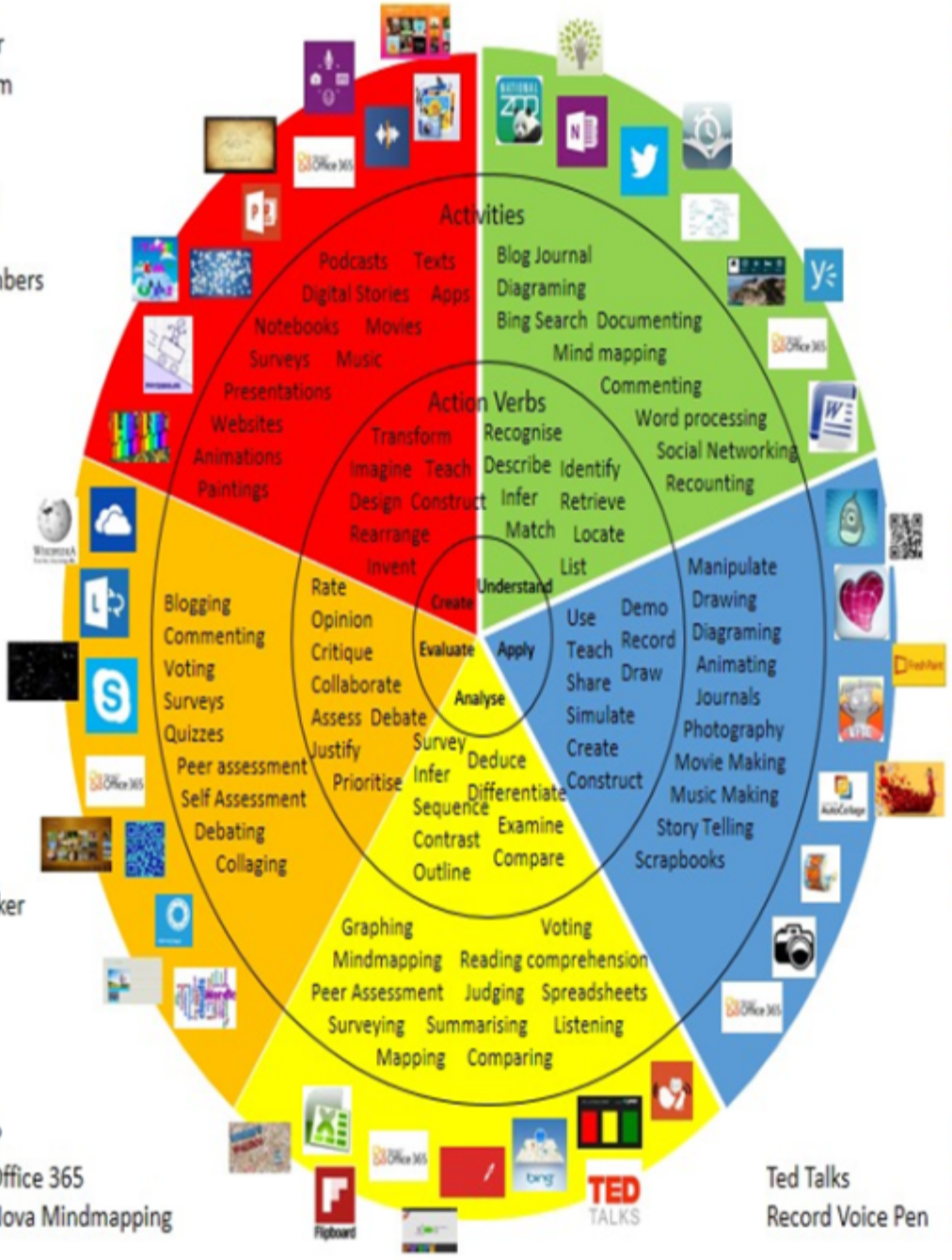
Google Classroom

GoogleDocs

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

- English Language Arts;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- Technology;

CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

21st Century Skills

- Civic Literacy
- Environmental Literacy

- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.

Differentiation

Example: The teacher should read "Fire and Ice" aloud to the class while displaying the poem on the SmartTV and have a whole group discussion on the themes and symbols.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Games and tournaments
- Group investigations
- Guided Reading

- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Example: The students should have the poem "Fire and Ice" available to them during the test.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding

- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Example: Students should work on reading the poem "Fire and Ice" in various ways to help improve their understanding. The teacher should read it aloud, the student should read it on his/her own, and the student should read an analyze in the small groups in class.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Example: After reading "Fire and Ice" all of the students should take individual notes and then share their notes with their peers.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Example: Students should be able to write an essay explaining how "Fire and Ice" relates to the main idea of End of the World.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping

- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: World's End

NJSLS: **LA.9-10.SL.9-10.1.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.

Interdisciplinary Connection:World Languages, World History

Statement of Objective: Analyze tone and diction in Fahrenheit 451; Interpret the meaning of words used in the text, analyze characters, and synthesize the plot with setting of the story.

Anticipatory Set/Do Now: Write a statement about the content of the selection, based on its title.

Learning Activity:

- Do Now
- Collaborative group/In-class reading
- Note-taking/Writing
- Lecture/Googleslides
- CFU

Student Assessment/CFU's:

- Exit Ticket

Materials:

- Perspectives textbook-Hard copy and Digital

- Graphic organizer

21st Century Themes and Skills:

- Global Perspectives
- Civic Literacy

Differentiation/Modifications:

- Pairing oral instructions with visuals
- Provide assignment ahead of time
- Provide study guides

Integration of Technology:

- Googleslides
- Google Classroom
- Smart TV
- Chromebooks
- Video