

# Unit 1: American Voices

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

## **Title Section**

---

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## **English 1 Honors- Grade 9**

## **Unit 1- American Voices**

**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 **American Voices**, consists of various genres that answer the essential question and go along with the theme of this unit. The stories, poems, and novels included in the unit expose students to literature that includes different voices and perspectives on what it means to be an American. In the unit, student will interpret the various elements of literature, 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:**
- American voices provides students with another perspective on the topic of what it means to be an American.
- Reflection, both mentally and in written form is important.
- Stories that present ideas and themes of an American voice, help the reader absorb the experience and the wisdom to come up with his/her own definition
- **Essential Questions:** Use questions to guide and construct meaning from the text.

## **Essential Questions**

---

- What does it mean to be "American"?
- How is an American identity created?
- Why is the writer's choice in words and tone important?
- What elements of a story capture the reader's attention?
- What context clues does the author give the reader to better understanding?

## **Exit Skills**

---

By the end of Grade 9, ELA Unit 1, the student should be able to:

- Read, comprehend, analyze and critique everyday texts
- Understand and apply written and oral conventions to everyday interactions
- Become active readers, good listeners and critical thinkers in everyday situations

LA.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.
LA.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).
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i> ).
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
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.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.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.
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.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.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.9-10.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

## **Interdisciplinary Connections**

---

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.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

## **Learning Objectives**

---

### **Effective Learning Objectives Used in Lesson Planning:**

- Recognize ways that readers make meaning from a text
- Understand the use of 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
- Apply a variety of reading strategies
- Respond to literature (class discussion, writing assignments, and journals)

- Learn and use new vocabulary
- Plan, draft, revise and edit written assignments

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

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



### **Suggested Activities & Best Practices**

---

Example: Students will read 9-11 poems in groups and answer thematic questions for the poem. The groups will then share their work with the rest of the class and a whole group discussion will take place in response to the presentation.

**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 accountability 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 variety 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.



## **Assessment Evidence - Checking for Understanding (CFU)**

---

Example: The students will take a multiple choice test on Pearson that provides higher order thinking questions on "Rules of a Game" from Joy Luck Club by Amy Tan. - formative 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 Grade 9*

*Grammar: Heath*

Literature:

Whole-Class Learning:

A Quilt of a Country by Anna Quindlen

The Immigrant Contribution from A Nation of Immigrants by John F. Kennedy

American History by Judith Ortiz Cofer

### Small-Group Learning:

Rules of a Game from Joy Luck Club by Amy Tan

The Writing on the Wall by Camille Dungy

With a Little Help from My Friends from Funny in Farsi by Firoozeh Dumas

Morning Talk by Roberta Hill Whiteman

Immigrant Picnic by Gregory Djanikian

\*Other Independent Learning pieces of literature in the digital textbook

### Novels Options:

Johnny Tremain by Esther Forbes

The Joy Luck Club by Amy Tan

My Antonia by Willa Cather

### Writing:

Nonfiction Narrative

### Grammar:

Pronouns, Adjectives, Adverbs

---

## Ancillary Resources

- Teacher made study packets for corresponding pieces of literature
- Supplemental materials available on Pearson digital textbook

## **Technology Infusion**

---

Chromebooks

SmartTV

Google Classroom

## 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  
Flipboard  
Office 365  
Nova Mindmapping

Ted Talks  
Record Voice Pen



## **Alignment to 21st Century Skills & Technology**

---

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- 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.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

## **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.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.

## **21st Century Skills**

---

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

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.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

## Differentiation

---

Example: Students will read the poem "Immigrant Picnic" and highlight all of the figurative language that correlates with the theme of "What it means to be an American".

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
- Rephrase written directions
- Multisensory approaches
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Small group setting

### Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Leveled rubrics
- Literature circles
- Multiple intelligence options

- Multiple texts
- Project-based learning
- Problem-based learning
- Stations/centers
- Tiered activities/assignments
- 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
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

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

---

Example: During the multiple choice test on "Immigrant Picnic", the students who have an IEP that specifies extra time will receive extra time to complete the assessment.

- 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 will watch news footage of 9-11 while they are reading the poems about the event to help their understanding of the tragedy.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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: Students will watch news footage of 9-11 while they are reading the poems about the event to help

their understanding of the tragedy.

- 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 work presented 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 will conduct research and present to the class, in a debate form, about what their definition of the theme, "What does it mean to be an American" means to them.

- 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: American Voices

NJSLS: *LA.9-10.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.*

Interdisciplinary Connection: World Languages, World History

Statement of Objective: Analyze tone and diction in *The Joy Luck Club*; 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:

Literature textbook-Hard Copy and Digital

## Online Materials

### 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:

- SmartTV
- GoogleClassroom
- GoogleSlides
- Chromebooks
- Video

LA.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.