

Department of Curriculum and Instruction

# English Language Arts

## Curriculum Guide

World Literature Grade 9 Honors

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# Montclair Public Schools

Course Title: World Literature 9 Honors

Curriculum Area: ELA Credits: 5

Course Pre-Requisites: ELA Grade 8

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## Introduction

The Montclair Public Schools believes in celebrating the rich history of our magnet school system while ensuring consistent, high quality instruction for all learners. The English Language Arts curriculum is built upon this belief immersing students in the process of reading, writing, speaking and listening, and language to create a vital community of learners. When students engage with and respond to a variety of literature, they develop an awareness of the human condition, gain empathy, and discover a sense of personal empowerment that allows them to become active participants in society. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

## New Jersey Student Learning Standards for English Language Arts

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce-training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

## Anchor Standards for Reading

### Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### **Note on range and content of student reading**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

### **Anchor Standards for Writing**

#### **Text Types and Purposes**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Production and Distribution of Writing**

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Research to Build and Present Knowledge**

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Note on range and content in student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

## **Anchor Standards for Speaking and Listening**

### **Comprehension and Collaboration**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

## **Anchor Standards for Language**

### **Conventions of Standard English**

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to



other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#">Unit 1</a>	Primary Focus Standards: RL.9-10.1 RI.9-10.1  RL.9-10.2 RI.9-10.2  RL.9-10.3 RI.9-10.3  RL.9-10.4 RI.9-10.4  RL.9-10.6 RI.9-10.6	Primary Focus Standards: W.9-10.1A,B,C,D,E,F W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: At least one extended text 3-5 short texts	Writing Focus: <ul style="list-style-type: none"> <li>● Informative and explanatory writing</li> <li>● Research writing</li> <li>● Routine writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>● Conduct discussions</li> <li>● Report findings</li> </ul>	Skill Focus: <ul style="list-style-type: none"> <li>● Study and apply grammar</li> <li>● Study and apply vocabulary</li> </ul>
<a href="#">Unit 2</a>	Primary Focus Standards: RL.9-10.1 RI.9-10.1  RL.9-10.2 RI.9-10.2  RL.9-10.3 RI.9-10.3  RL.9-10.4 RI.9-10.4  RL.9-10.5 RI.9-10.5  RL.9-10.6 RI.9-10.6  RI.9-10.7  RI.9-10.8	Primary Focus Standards: W.9-10.1A,B,C,D,E W9.-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6

	RI.9-10.9			
	Text Type: <ul style="list-style-type: none"> <li>At least one extended text</li> <li>3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>Argumentative writing</li> <li>Research writing</li> <li>Routine writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>Conduct discussions</li> <li>Report findings</li> </ul>	Skill Focus: <ul style="list-style-type: none"> <li>Study and apply grammar</li> <li>Study and apply vocabulary</li> </ul>
<a href="#">Unit 3</a>	Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.7 RI.9-10.9 RL.9-10.9	Primary Focus Standards: W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: <ul style="list-style-type: none"> <li>At least one extended text</li> <li>3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>Narrative writing</li> <li>Research writing</li> <li>Routine writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>Conduct discussions</li> <li>Report findings</li> </ul>	Skill Focus: <ul style="list-style-type: none"> <li>Study and apply grammar</li> <li>Study and apply vocabulary</li> </ul>
<a href="#">Unit 4</a>	Primary Focus Standards: RL.9-10.1 RI.9-10.1	Primary Focus Standards: W.9-10.1A,B,C,D,E,F W.9-10.2 W.9-10.3	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A

	RL.9-10.2    RI.9-10.2 RL.9-10.3    RI.9-10.3 RL.9-10.4    RI.9-10.4 RL.9-10.5    RI.9-10.5 RL.9-10.6    RI.9-10.6 RL.9-10.9    RI.9-10.9 RL.9-10.10    RI.9-10.10	W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	SL.9-10.4 SL.9-10.5 SL.9-10.6	L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: At least one extended text 3-5 short texts	Writing Focus: <ul style="list-style-type: none"> <li>● Research writing</li> <li>● Routine writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>● Conduct discussions</li> <li>● Report findings</li> </ul>	Skill Focus: <ul style="list-style-type: none"> <li>● Study and apply grammar</li> <li>● Study and apply vocabulary</li> </ul>
<a href="#">Suggested Open Educational Resources</a>	Reading <ul style="list-style-type: none"> <li>● <a href="#">Close Reading Informational Text. "Up From Slavery" (Chapter 1)</a></li> <li>● <a href="#">9th and 10th Grade Close Reading Units</a></li> <li>● <a href="#">Developing Core Proficiencies from Engage New York</a></li> <li>● <a href="#">Analyzing Famous Speeches as Arguments</a></li> <li>● <a href="#">Analyzing Character Development in Three Short Stories About Women</a></li> <li>● <a href="#">Grade 9 and 10 Common Core Text Exemplars</a></li> <li>● <a href="#">EBSCOHOST- High Schools</a></li> <li>● <a href="#">Lessons to Use with Popular Stories</a></li> <li>● <a href="#">Lessons to Use with Anthologies</a></li> <li>● <a href="#">English Language Arts Methods.</a></li> </ul>	Writing & Language <ul style="list-style-type: none"> <li>● <a href="#">Writing Explanatory Text in Response to President Lincoln's Second Inaugural Address</a></li> <li>● <a href="#">Writing an Argumentative Essay About the First Chapter of "Up From Slavery"</a></li> <li>● <a href="#">Developing Persuasive Arguments Through Ethical Inquiry. Two Pre-Writing Strategies</a></li> <li>● <a href="#">Spend a Day in My Shoes. Exploring the Role of Perspective in Narrative</a></li> <li>● <a href="#">PARCC Scoring Rubric for Prose Constructed Response Items</a></li> </ul>	Speaking & Listening <ul style="list-style-type: none"> <li>● <a href="#">ELA Grade 9 Speaking &amp; Listening</a></li> <li>● <a href="#">Conver-Stations. A Discussion Strategy</a></li> <li>● <a href="#">Using Debate to Develop Thinking and Speaking</a></li> <li>● <a href="#">Analyzing Famous Speeches as Arguments</a></li> <li>● <a href="#">For Arguments Sake. Playing "Devil's Advocate" with Non Fiction Texts</a></li> <li>● <a href="#">The Pros and Cons of Discussion</a></li> <li>● <a href="#">Developing Core Proficiencies from Engage New York</a></li> <li>● <a href="#">Lessons to Use with Popular Stories</a></li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li>● <a href="#">Blogtopia. Blogging About Your Own Utopia</a></li> <li>● <a href="#">Teaching Channel Presents. Inquiry-Based Teaching</a></li> <li>● <a href="#">Inquiry Graphic Organizer</a></li> <li>● <a href="#">Review Redux. Introducing Literary Criticism Through Reception Moments</a></li> <li>● <a href="#">Assessing Cultural Relevance. Exploring Personal Connections to a Text</a></li> <li>● <a href="#">Developing Core Proficiencies from Engage New York</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Grades 9-12 Model Lessons Planning to Assess. How to Align Your Instruction</a></li> <li>• <a href="#">Close Reading of Literary Texts</a></li> <li>• <a href="#">UDL Resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Purdue Online Writing Lab</a></li> <li>• <a href="#">Vocabulary Paint Chips</a></li> <li>• <a href="#">Vocabulary Graphic Organizer</a></li> <li>• <a href="#">ELA Grade 9 Language Conventions</a></li> <li>• <a href="#">The Passion of Punctuation</a></li> <li>• <a href="#">Developing Core Proficiencies from Engage New York</a></li> <li>• <a href="#">Lessons to Use with Popular Stories</a></li> <li>• <a href="#">Lessons to Use with Anthologies</a></li> <li>• <a href="#">English Language Arts Methods. Grades 9-12 Model Lessons</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Lessons to Use with Anthologies</a></li> <li>• <a href="#">English Language Arts Methods. Grades 9-12 Model Lessons</a></li> <li>• <a href="#">Literacy TA</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Lessons to Use with Popular Stories</a></li> <li>• <a href="#">Lessons to Use with Anthologies</a></li> <li>• <a href="#">English Language Arts Methods. Grades 9-12 Model Lessons</a></li> <li>• <a href="#">How to Encourage Higher Order Thinking</a></li> <li>• <a href="#">Bloom's Taxonomy &amp; Depth of Knowledge</a></li> </ul>
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Montclair Public Schools Instructional Unit					
<b>Content:</b>	World Literature, English 9 Honors			<b>Grade:</b>	9
<b>Marking Period</b>	1	<b>Unit Title:</b>	Perspectives	<b>Pacing:</b>	10 Weeks
Framing the Learning					
<b>Big Ideas:</b> This unit sets the foundation for talking about literature in an analytical way that focuses on the psychology behind a character's mindset and behaviors. By investigating their beliefs and where they come from, we can analyze how beliefs turn into actions on both conscious and unconscious levels. Understanding the factors that influence one's perspective in the world allows us to better understand characters in literature. This unit guides students to understand that literature is					

not just about what happens, but how and why an author has constructed a text to convey a deeper message through the actions and beliefs of the characters.

- Assumptions and stereotypes keep us from truly knowing others.
- Lack of empathy for others keeps us isolated and alone.
- Authors use description, dialogue, imagery, symbolism to develop characters.
- Characters’ perspectives, motivations, and actions drive plot and theme.
- Who we are, our beliefs, and how we see others and the world are all shaped by various factors including experiences and interactions we have.

**Essential Questions:**

- How do our beliefs and experiences shape our perspectives on the world and thus the people we become in life?
- What other factors shape how we see others, how we see ourselves, and how others see us?
- How do assumptions and stereotypes affect our understanding of others?
- How does interacting with others enable us to develop a sense of empathy?
- How do our beliefs and experiences shape our perspective on the world and thus the people we become in life?

**Enduring Understandings:**

- It is through our understanding of others that we come to understand ourselves.
- Assumptions and stereotypes keep us from truly knowing others.
- We all experience to some extent “implicit bias” (automatic responses) to situations and people.
- Lack of empathy for others keeps us isolated and alone.
- Authors use description, dialogue, imagery, symbolism and other literary devices to develop characters.
- Characters’ perspectives, motivations, and actions drive plot and theme.

**NJSLS**

**Unit 1 Grade 9**

Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills	Depth of Knowledge
RL.9-10.1. Cite strong and thorough textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferentially, <b>including determining where the text leaves matters uncertain.</b>	RI.9-10.1. <b>Accurately</b> cite strong and thorough textual evidence, (e.g., <b>via discussion, written response, etc.) and make relevant connections</b> , to support analysis of what the text says explicitly as well as inferentially, <b>including determining where the text leaves matters uncertain.</b>	<ul style="list-style-type: none"> <li>● Analyze the text for inferred and literal meanings</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Identify explicit and implicit textual evidence</li> <li>● Determine the difference between strong and insufficient (unreliable) details</li> <li>● Use direct quotes, paraphrase, summarize objectively</li> <li>● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> </ul>	3

		<ul style="list-style-type: none"> <li>● Support inference using several examples from the text</li> <li>● Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text</li> </ul>	
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, <b>and</b> provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and <b>analyze how it is developed</b> and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>● Determine a theme and central idea</li> <li>● Analyze how details develop the theme/central idea</li> <li>● Make inferences using explicit and implicit text evidence</li> <li>● Use the text to draw conclusions about the theme/central idea</li> <li>● Formulate an objective (free of personal bias) summary of the text</li> <li>● Determine how the theme/central idea emerges and is refined or strengthened by key details</li> <li>● Provide an objective summary of the text</li> </ul>	3
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.	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.	RL.9-10.3: <ul style="list-style-type: none"> <li>● Identify the details that develop characters as dynamic or complex versus static or flat</li> <li>● Identify multiple/conflicting character motivations</li> <li>● Analyze character interactions as they develop plot</li> <li>● Evaluate simple and complex relationships and/or events on plot development</li> </ul>	4
		RI.9-10.3: <ul style="list-style-type: none"> <li>● Identify a series of ideas or events that are connected</li> <li>● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text</li> <li>● Understand the relationship between a series of ideas or events</li> <li>● Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events</li> </ul>	4
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).	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).	<ul style="list-style-type: none"> <li>● Identify key words and determine figurative meaning</li> <li>● Identify key words and determine connotative meaning</li> <li>● Understand how word choice impacts meaning (For example, how language evokes a sense of time and place)</li> <li>● Determine formal vs. informal tone</li> <li>● Identify cumulative impact of word choice on meaning and tone</li> </ul>	2

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.	RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses <b>rhetorical devices</b> to advance that point of view or purpose.	RL.9-10.6: <ul style="list-style-type: none"> <li>Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States</li> <li>Read multiple texts from world literature</li> <li>Analyze how a particular point of view or cultural experience is reflected in a text</li> </ul>	3
		RI.9-10.6: <ul style="list-style-type: none"> <li>Identify rhetorical devices and text structures that may develop the purpose of piece</li> <li>Determine the author's overall purpose</li> <li>Analyze how an author uses various rhetorical strategies to advance the purpose</li> </ul>	3
<b>Unit 1 Writing Standards</b>		<b>Unit 1 Writing Critical Knowledge and Skills</b>	
		<b>Depth of Knowledge</b>	
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. 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. W.9-10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. W.9-10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. W.9-10.2.E. Establish and maintain <b>a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)</b> while attending to the norms and conventions of the discipline in which they are writing. W.9-10.2.F. Provide a concluding <b>paragraph</b> or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<ul style="list-style-type: none"> <li>Use relevant and sufficient facts, definitions, details, and quotes</li> <li>Use sources that are appropriate to task, audience, and purpose</li> <li>Select precise words and domain-specific vocabulary</li> <li>Introduce a topic arranging ideas, concepts, and information to show interrelationships</li> <li>Format effectively</li> <li>Develop a topic</li> <li>Organize graphics</li> <li>Provide multimedia when useful</li> <li>Use transitions to link together the major sections of the text</li> <li>Write a concluding statement that supports the information presented</li> <li>Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)</li> <li>Decide what organization is most effective for purpose, audience, and task</li> <li>Determine how many facts, definitions, details, quotations and other information are needed</li> </ul>	3  A- 3 B- 4 C- 3 D- 3 E- 3 F- 3	



<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>● Identify writing task type and its organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience appropriately</li> <li>● Understand and utilize appropriate style</li> </ul>	<p>3</p>
<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Develop and use appropriate planning templates</li> <li>● Understand and utilize revision techniques</li> <li>● Understand writing as a process</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> </ul>	<p>4</p>
<p>W.9-10.6. Use technology, including the Internet, to produce, <b>share</b>, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Choose and evaluate appropriate platform</li> <li>● Link and cite sources</li> <li>● Create shared writing products</li> </ul>	<p>3</p>
<p>W.9-10.7.(Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information</li> </ul>	<p>3</p>
<p>W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (<b>MLA or APA Style Manuals</b>).</p>	<ul style="list-style-type: none"> <li>● Gather print and digital information</li> <li>● Assess credibility and accuracy of sources</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize quotes within writing to further claims</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>	<p>3</p>
<p>W.9-10.9. (Choice) Draw evidence from literary or <b>nonfiction</b> informational texts to support analysis, reflection, and research.  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 <b>mythology</b> or the Bible or how a later author draws on a play by Shakespeare]").  W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction <b>informational</b> (e.g., "Delineate and evaluate the argument and specific</p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> <li>● Utilize evidence to support analysis, reflection, and research</li> </ul>	<p>3  A- 3  B- 4</p>

claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").		
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>	3
<b>Unit 1 Speaking and Listening Standards</b>	<b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with <b>peers</b> on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.A.Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>SL.9-10.1.B.Collaborate</b> with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); <b>develop</b> clear goals and <b>assessment criteria</b> (e.g. <b>student developed rubric</b>) and <b>assign</b> individual roles as needed.</p> <p>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.</p> <p>SL.9-10.1.D.Respond thoughtfully to <b>various</b> perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Collaborate with peers to set guidelines for class discussions</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in friendly discussions and decision-making activities</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas</li> <li>● Reflect, evaluate and respond to comments made by peers during discussion</li> </ul>	<p>3</p> <p>A-3</p> <p>B- 3</p> <p>C- 4</p> <p>D- 4</p>
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, <b>qualitatively</b> , orally), evaluating the	<ul style="list-style-type: none"> <li>● Listen to and evaluate multiple sources of information in diverse formats and media</li> </ul>	3

credibility and accuracy of each source.	<ul style="list-style-type: none"> <li>Evaluate the credibility and accuracy of each source</li> </ul>	
SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any <b>false</b> reasoning or distorted evidence.	<ul style="list-style-type: none"> <li>Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>Move from passive listener to active participant</li> <li>Use text/source to show fallibility in speaker’s reasoning</li> </ul>	3
SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. <b>The content, organization, development, and style are appropriate to task, purpose, and audience.</b>	<ul style="list-style-type: none"> <li>Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective</li> <li>Draw information from primary and secondary sources, and provide a conclusion</li> <li>Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>Present information clearly, concisely, and logically</li> <li>Use correct eye contact</li> <li>Adapt volume and tone to audience and purpose</li> <li>Speak with clear pronunciation</li> </ul>	3
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> <li>Adapt speech delivery to audience and purpose</li> <li>Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>	3
<b>Unit 1 Language Standards</b>	<b>Unit 1 Language Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.A. Use parallel structure. L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<ul style="list-style-type: none"> <li>Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively</li> <li>Understand the differences between a phrase and a clause</li> <li>Identify and use various types of phrases and clauses</li> <li>Vary sentence structure to convey specific meaning and interest in writing and presentation</li> </ul>	2 A- 2 B- 2
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. L.9-10.2.B. Use a colon to introduce a list or quotation. L.9-10.2.C. Spell correctly.	<ul style="list-style-type: none"> <li>Use a semicolon or conjunctive adverb to link two or more closely related independent clauses</li> <li>Use a colon to introduce a list or quotation</li> <li>Know and use standard English spelling conventions</li> </ul>	2 A- 2 B- 2 C- 1
L.9-10.3. Apply knowledge of language <b>to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or</b>	<ul style="list-style-type: none"> <li>Apply knowledge of language to understand how language functions in different situations</li> </ul>	

<p><b>listening.</b> L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> <li>● Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>● Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> </ul>	<p>3</p>
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>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 clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>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).</p>	<ul style="list-style-type: none"> <li>● Use context clues to derive word meaning (connotation, denotation, word function and position)</li> <li>● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>● Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>● Trace the etymology of words</li> </ul>	<p>3</p> <p>A- 3</p> <p>B- 3</p> <p>C- 3</p> <p>D- 3</p>
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Interpret and analyze the use of figurative language within a text</li> <li>● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)</li> </ul>	<p>3</p> <p>A- 3</p> <p>B- 3</p>
<p>L.9-10.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>● Acquire general academic words from content-specific written texts</li> <li>● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level</li> </ul>	<p>3</p>

**Instructional Plan**

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Reading Check/Quizzes Exit Tickets Notes (WebQuest, Prezi, Etc.) Teacher Conferences Class Discussion (Think/Pair/Share) Classroom Polls KWL Chart Reading Logs/Journals Personal Reflections / Self Assessment Benchmark Assessments Graphic Organizers Four Corners (Agree, Disagree, Strongly Agree, Strongly Disagree) Peer Review</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Essay Writing Socratic Seminars Tests Extension Projects (Performances, Storyboard, News Articles, Poems/Songs, Board Games, iMovies) Portfolios Wired’s guide to crafting the perfect TedTalk <a href="https://www.wired.com/2013/04/tedtalk/">https://www.wired.com/2013/04/tedtalk/</a> TED Talk worksheet (evaluates TED Talks: ethos, pathos, logos) <a href="http://www.ofsheea.ca/index.php/49/357-ted-talks-worksheet/file">www.ofsheea.ca/index.php/49/357-ted-talks-worksheet/file</a></p>
Texts	Supplementary Resources
<ul style="list-style-type: none"> <li>• <i>Of Mice and Men</i> by John Steinbeck (Lexile: 630)</li> <li>• <i>Persepolis</i> by Marjane Satrapi (Lexile: NC500)</li> </ul> <p><u>Note:</u> Although the Lexile Level of some is below the grade level band, the themes and content within this text are considered appropriate for the students at this level</p>	<p><i>Of Mice and Men</i></p> <ul style="list-style-type: none"> <li>• “To a Mouse” by Robert Burns</li> <li>• "The Harvest Gypsies” by John Steinbeck (Lexile 1320)</li> <li>• “Of Mice and Men” (1992) directed by Gary Sinise</li> <li>• “Dead Wishes,” song and lyrics by Chris Cornell</li> <li>• “John Steinbeck’s writing shouldn’t be used in death row cases, says son” by Nadia Khomami <a href="http://www.telegraph.co.uk/culture/books/booknews/9462677/John-Steinbecks-writing-shouldnt-be-used-in-death-row-cases-says-son.html">http://www.telegraph.co.uk/culture/books/booknews/9462677/John-Steinbecks-writing-shouldnt-be-used-in-death-row-cases-says-son.html</a></li> <li>• “Steinbeck family outraged that Texas judge cited ‘Of Mice and Men’ in execution ruling” by Robert Mackey <a href="https://thelede.blogs.nytimes.com/2012/08/08/steinbeck-family-outraged-texas-judge-cited-of-mice-and-men-in-execution-ruling/">https://thelede.blogs.nytimes.com/2012/08/08/steinbeck-family-outraged-texas-judge-cited-of-mice-and-men-in-execution-ruling/</a></li> </ul>

*Persepolis*

- BBC News: “Malala: The girl who was shot for going to school” by Mishal Husain <http://www.bbc.com/news/magazine-24379018>
- “We’re All A Little Biased, Even If We Don’t Know It” by Emily Badger <https://www.nytimes.com/2016/10/07/upshot/were-all-a-little-biased-even-if-we-dont-know-it.html>
- “He Named Me Malala” (2015) directed by Davis Guggenheim
- “Persepolis” directed by Vincent Paronnaud & Marjane Satrapi (2007); this film may be used to deepen students’ understanding of the graphic novel.

Additional Resources:

- *Twelve Angry Men* by Reginald Rose (Lexile: N.P.)
- “A Walk to the Jetty” Chapter 8 from *Annie John* by Jamaica Kincaid
- *Krik? Krak!* by Edwidge Danticat
- Optical Illusions: <http://www.flexyourbrain.com/best-optical-illusions/>  
<https://www.youtube.com/watch?v=MYJkM4wfyZI>
- “Habits of Mind that Hinder the Quest for Truth” from *The Art of Thinking* by Vincent Ryan Ruggiero
- "The Allegory of the Cave" by Plato (Lexile 1370)  
<http://www.michaelbaur.com/teaching/PlatoCave.pdf>

**Writing Tasks**

**Primary Focus**

*This is connected to the types of writing as indicated in the standards: Informational or Literary.*

Informative and explanatory writing  
(Characterization Essay)  
Research writing (Philosophical/Synthesis  
Research Essay)

**Secondary Focus**

*This may be to develop a skill or connect to writing from resources or research writing.*

Text Analysis  
Thesis Statements  
Embedding Quotations  
Transitions  
Analysis

**Routine Writing**

*This is daily writing or writing that is done several times over a week.*

Reading Logs/Journals  
Do Now  
Short Answer  
Extended Response  
Personal Reflection  
Quick Writes

**Instructional Best Practices and Exemplars**

Text Analysis  
Socratic Seminar  
Reading Logs / Journals  
Teacher Conferences  
Writing Workshop  
Peer-Editing  
Pair-Share

## DIFFERENTIATION

Special Education	ELL	RtI
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student's IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Learn/Utilize/Display some words in student's heritage language</li> <li>● Set high expectations</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● NJDOE resources</li> </ul> <p style="text-align: center;"><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>



<ul style="list-style-type: none"> <li>NJDOE Resources</li> </ul>		
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**CROSS CURRICULAR RESOURCES**

The Amistad Commission's Literacy components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>	<b>21<sup>st</sup> Century Skills: Bold all that apply</b>
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Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills
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**Technology Infusion**

<https://docs.google.com/document/d/1-5e13aJdD9j0WIJGA2gdtKQ8jwwwuOCP98vx5zzJl6s/edit?usp=sharing>

select from the list above/copy and paste

Smart Board Applications

enVision applications

### **Evidence of Student Learning**

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## Montclair Public Schools Instructional Unit

<b>Content:</b>	World Literature, English 9 Honors		<b>Grade:</b>	9	
<b>Marking Period</b>	2	<b>Unit Title:</b>	Journey	<b>Pacing:</b>	10 Weeks

### Framing the Learning

#### Big Ideas:

With this unit, students investigate the elements of classic journey tales including the hero, obstacles, mentors, and epiphanies as they have been identified and explored by Joseph Campbell in his seminal work *The Hero with a Thousand Faces*. Using Campbell's "pattern" of the journey tale, we also explore how and why these elements exist not just in ancient Greek times, but across cultures and throughout the course of history. Mainly through our study of *The Odyssey*, as well as other related supplemental texts, we look closely at the concept and nature of adversity and how both luck and the ability to face and overcome obstacles contribute to the constitution of one's character. We also analyze the concept of epiphanies and how it is only when characters and people are reflective, receptive, and ready that they can mature from these "ah-ha" moments.

- Adversity often leads us to an epiphany, shaping our perspective on the world, ourselves and others.
- In order to have an epiphany, people need to be reflective, open and ready for the new idea or perspective
- Joseph Campbell's notion of the "monomyth" connects cultures and societies across time
- Stories of journeys endure because of the universal, timeless themes of struggling to overcoming obstacles, striving for a goal, and the lessons and new perspectives that come from these tales.
- Everything from luck to one's own tenacity affect a journey's trajectory and one's ability to succeed.
- Odysseus was held as the ideal Greek hero because of his behavior, accomplishments, and his embodiment of Ancient Greek values: civilized behavior, hospitality, respect for the gods, courage.

#### Essential Questions:

- Why is adversity necessary in one's life?
- What is a hero and what are the common elements of her/his journey?
- Why is adversity necessary in one's life and how does it influence our perspective?
- What physical and psychological traits /qualities enable an individual to overcome adversity including pride, empathy, selflessness, etc? •
- How do others influence one's journey?

#### Enduring Understandings:

- New experiences inform our perspectives
- The elements of the "monomyth" can be found in stories from ancient times to today
- Stories of journeys endure because of the universal, timeless themes of struggling to overcoming obstacles, striving for a goal, and the lessons and new perspectives that come from these

- Everything from luck to one's own tenacity affects a journey's trajectory
- Ancient Greeks valued civilized behavior, hospitality, organized government, and seafaring ways
- Odysseus was held as the ideal Greek hero because of his behavior and accomplishments

NJSLS

Unit 2 Grade 9

Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills	Depth of Knowledge
RL.9-10.1 Cite strong and thorough textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferentially, <b>including determining where the text leaves matters uncertain.</b>	RI.9-10.1 <b>Accurately</b> cite strong and thorough textual evidence, (e.g., via <b>discussion, written response, etc.</b> ) <b>and make relevant connections</b> , to support analysis of what the text says explicitly as well as inferentially, <b>including determining where the text leaves matters uncertain.</b>	<ul style="list-style-type: none"> <li>• Analyze the text for inferred and literal meanings</li> <li>• Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>• Identify explicit and implicit textual evidence</li> <li>• Determine the difference between strong and insufficient (unreliable) details</li> <li>• Use direct quotes, paraphrase, summarize objectively</li> <li>• Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>• Support inference using several examples from the text</li> <li>• Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text</li> </ul>	3
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, <b>and</b> provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and <b>analyze how it is developed</b> and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>• Determine a theme and central idea</li> <li>• Analyze how details develop the theme/central idea</li> <li>• Make inferences using explicit and implicit text evidence</li> <li>• Use the text to draw conclusions about the theme/central idea</li> <li>• Formulate an objective (free of personal bias) summary of the text</li> <li>• Determine how the theme/central idea emerges and is refined or strengthened by key details</li> <li>• Provide an objective summary of the text</li> </ul>	3
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.	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.	RL.9-10.3: <ul style="list-style-type: none"> <li>• Identify the details that develop characters as dynamic or complex versus static or flat</li> <li>• Identify multiple/conflicting character motivations</li> <li>• Analyze character interactions as they develop plot</li> <li>• Evaluate simple and complex relationships and/or events on plot development</li> </ul>	4

		<p>RI.9-10.3:</p> <ul style="list-style-type: none"> <li>● Identify a series of ideas or events that are connected</li> <li>● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text</li> <li>● Understand the relationship between a series of ideas or events</li> <li>● Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events</li> </ul>	4
<p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>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).</p>	<ul style="list-style-type: none"> <li>● Identify key words and determine figurative meaning</li> <li>● Identify key words and determine connotative meaning</li> <li>● Understand how word choice impacts meaning (For example, how language evokes a sense of time and place)</li> <li>● Determine formal vs. informal tone</li> <li>● Identify cumulative impact of word choice on meaning and tone</li> </ul>	2
<p>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 <b>specific</b> effects (e.g. as mystery, tension, or surprise).</p>	<p>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).</p>	<p>RL.9-10.5:</p> <ul style="list-style-type: none"> <li>● Understand and describe how an author has chosen to structure a text and order events within it</li> <li>● Analyze how the author's choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader</li> </ul>	3
		<p>RI.9-10.5:</p> <ul style="list-style-type: none"> <li>● Investigate how an author structures the text and develops ideas</li> <li>● 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</li> </ul>	4
<p>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.</p>	<p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses <b>rhetorical devices</b> to advance that point of view or purpose.</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> <li>● Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States</li> <li>● Read multiple texts from world literature</li> </ul>	3

		<ul style="list-style-type: none"> <li>Analyze how a particular point of view or cultural experience is reflected in a text</li> <li>Analyze how culture impacts a particular point of view</li> </ul>	
		<p>RI.9-10.6:</p> <ul style="list-style-type: none"> <li>Determine the author’s overall purpose</li> <li>Analyze how an author uses various rhetorical strategies to advance the purpose</li> <li>Identify rhetorical devices and text structures that advance the purpose of the piece</li> </ul>	3
	<p>RI.9-10.7. Analyze various <b>perspectives as presented</b> in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<ul style="list-style-type: none"> <li>Compare and contrast how various accounts of a subject are told in two different mediums</li> <li>Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message</li> </ul>	3
	<p>RI.9-10.8. <b>Describe</b> and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<ul style="list-style-type: none"> <li>Evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof</li> <li>Pinpoint any statements that are false and judge if any of the author’s reasoning is misleading.</li> <li>Understand what a reliable source is and what makes one questionable</li> </ul>	3
	<p>RI.9-10.9. Analyze <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> 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”, <b>Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.</b>), including how they relate in terms of themes and significant concepts.</p>	<ul style="list-style-type: none"> <li>Study and evaluate influential U.S. documents</li> <li>Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge</li> </ul>	3

Unit 2 Writing Standards	Unit 2 Writing Critical Knowledge and Skills	Depth of Knowledge
<p>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.</p> <p>W.9-10.1.A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1.B. Develop claim(s) and counterclaims <b>avoiding common logical fallacies, propaganda devices, and using sound reasoning</b>, 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.</p> <p>W.9-10.1.C. Use transitions (e.g. <b>words, phrases, clauses</b>) 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.</p> <p>W.9-10.1.D. Establish and maintain <b>a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)</b> while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.1.E. Provide a concluding <b>paragraph or section</b> that supports the argument presented.</p>	<ul style="list-style-type: none"> <li>● Understand how much evidence is needed to satisfactorily support a point</li> <li>● Learn how to introduce argument(s) clearly and accurately with regard to counterclaims</li> <li>● Structure arguments so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence</li> <li>● Treat claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have</li> <li>● Develop unity and consistency in the essay with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reason</li> <li>● Maintain an appropriate style and tone for the task – omitting personal bias</li> <li>● Use relevant and sufficient facts, definitions, details, and quotes</li> <li>● Use sources that are appropriate to task, audience, and purpose</li> <li>● Choose precise words and domain-specific vocabulary</li> <li>● Introduce a topic arranging ideas, concepts, and information to show interrelationships</li> <li>● Format effectively</li> <li>● Develop a topic</li> <li>● Organize graphics</li> <li>● Provide multimedia when useful</li> <li>● Use transitions to link together the major sections of the text</li> <li>● Write a concluding statement that supports the information presented</li> <li>● Choose a formal style and objective tone</li> <li>● Decide what organization is most effective for purpose, audience, and task</li> <li>● Determine how many facts, definitions, details, quotations and other information are needed</li> <li>● Use text evidence to develop analysis and enhance content of argument</li> </ul>	<p>3</p> <p>A- 4</p> <p>B- 3</p> <p>C- 4</p> <p>D- 3</p> <p>E- 3</p>
<p>W.9-10.4. Produce clear and coherent writing in which the development,</p>	<ul style="list-style-type: none"> <li>● Determine writing task type and its appropriate</li> </ul>	

<p>organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>organizational structure</p> <ul style="list-style-type: none"> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience appropriately</li> <li>● Understand and utilize appropriate style</li> </ul>	<p>3</p>
<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <b>or consulting a style manual (such as MLA or APA Style)</b>, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Develop and use appropriate planning templates</li> <li>● Understand and utilize revision techniques</li> <li>● Understand writing as a process</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> </ul>	<p>4</p>
<p>W.9-10.6. Use technology, including the Internet, to produce, <b>share</b>, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Choose and evaluate appropriate platform</li> <li>● Link and cite sources</li> <li>● Create shared writing products</li> </ul>	<p>3</p>
<p>W.9-10.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information</li> </ul>	<p>3</p>
<p>W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (<b>MLA or APA Style Manuals</b>).</p>	<ul style="list-style-type: none"> <li>● Gather print and digital information</li> <li>● Assess credibility and accuracy of sources</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize quotes within writing to further claims</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>	<p>3</p>
<p>W.9-10.9. (Choice) Draw evidence from literary or <b>nonfiction</b> informational texts to support analysis, reflection, and research.</p> <p>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 <b>mythology</b> or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction <b>informational</b> (e.g., "Delineate and evaluate the argument and specific</p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> <li>● Utilize evidence to support analysis, reflection, and research</li> </ul>	<p>3</p> <p>A- 3</p> <p>B- 4</p>



<p>claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>		
<p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>	<p>3</p>
<p><b>Unit 2 Speaking and Listening Standards</b></p>	<p><b>Unit 2 Speaking and Listening Critical Knowledge and Skills</b></p>	<p><b>Depth of Knowledge</b></p>
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with <b>peers</b> on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>SL.9-10.1.B. Collaborate</b> with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); <b>develop</b> clear goals and <b>assessment criteria</b> (e.g. <b>student developed rubric</b>) and <b>assign</b> individual roles as needed.</p> <p>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.</p> <p>SL.9-10.1.D. Respond thoughtfully to <b>various</b> perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Collaborate with peers to set guidelines for class discussions</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in friendly discussions and decision-making activities</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas</li> <li>● Reflect, evaluate and respond to comments made by peers during discussion</li> </ul>	<p>3</p> <p>A- 3</p> <p>B- 3</p> <p>C- 4</p> <p>D- 4</p>
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media</p>	<ul style="list-style-type: none"> <li>● Listen to and evaluate multiple sources of information in</li> </ul>	

or formats (e.g., visually, quantitatively, <b>qualitatively</b> , orally), evaluating the credibility and accuracy of each source.	<ul style="list-style-type: none"> <li>diverse formats and media</li> <li>Evaluate the credibility and accuracy of each source</li> </ul>	3
SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any <b>false</b> reasoning or distorted evidence.	<ul style="list-style-type: none"> <li>Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>Move from passive listener to active participant</li> <li>Use text/source to show fallibility in speaker’s reasoning</li> </ul>	3
SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. <b>The content, organization, development, and style are appropriate to task, purpose, and audience.</b>	<ul style="list-style-type: none"> <li>Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective</li> <li>Draw information from primary and secondary sources, and provide a conclusion</li> <li>Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>Present information clearly, concisely, and logically</li> <li>Use correct eye contact</li> <li>Adapt volume and tone to audience and purpose</li> <li>Speak with clear pronunciation</li> </ul>	3
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> <li>Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>	2
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> <li>Adapt speech delivery to audience and purpose</li> <li>Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>	3
<b>Unit 2 Language Standards</b>	<b>Unit 2 Language Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.A. Use parallel structure. L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<ul style="list-style-type: none"> <li>Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively</li> <li>Understand the differences between a phrase and a clause</li> <li>Identify and use various types of phrases and clauses</li> <li>Know sentence variety patterns</li> <li>Understand how sentence variety (use of clauses and phrases) affects meaning and interest</li> </ul>	2 A- 2 B- 2

	<ul style="list-style-type: none"> <li>● Vary sentence structure to convey specific meaning and interest in writing and presentation</li> </ul>	
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> <li>● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses</li> <li>● Use a colon to introduce a list or quotation</li> <li>● Know and use standard English spelling conventions</li> </ul>	<p>2</p> <p>A- 2</p> <p>B- 2</p> <p>C- 1</p>
<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> <li>● Apply knowledge of language to understand how language functions in different situations</li> <li>● Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>● Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> </ul>	<p>3</p>
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>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 clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>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).</p>	<ul style="list-style-type: none"> <li>● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>● Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>● Trace the etymology of words</li> <li>● Use context clues to derive word meaning ( connotation, denotation, word function and position)</li> </ul>	<p>3</p> <p>A- 3</p> <p>B- 3</p> <p>C- 3</p> <p>D- 3</p>
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Interpret and analyze the use of figurative language within a text</li> <li>● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)</li> </ul>	<p>3</p> <p>A- 3</p> <p>B- 3</p>

<p>L.9-10.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>• Acquire general academic words from content-specific written texts</li> <li>• Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level</li> </ul>	<p>3</p>
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**Instructional Plan**

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Reading Check/Quizzes Exit Tickets Notes (WebQuest, Prezi, Etc.) Teacher Conferences Class Discussion (Think/Pair/Share) Classroom Polls KWL Chart Reading Logs/Journals Personal Reflections / Self Assessment Benchmark Assessments Graphic Organizers Four Corners (Agree, Disagree, Strongly Agree, Strongly Disagree) Peer Review</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Essay Writing Socratic Seminars Tests Extension Projects (Performances, Storyboard, News Articles, Poems/Songs, Board Games, iMovies) Portfolios Wired’s guide to crafting the perfect TedTalk <a href="https://www.wired.com/2013/04/tedtalk/">https://www.wired.com/2013/04/tedtalk/</a> TED Talk worksheet (evaluates TED Talks: ethos, pathos, logos) <a href="http://www.ofsheea.ca/index.php/49/357-ted-talks-worksheet/file">www.ofsheea.ca/index.php/49/357-ted-talks-worksheet/file</a></p>

<b>Texts</b>	<b>Supplementary Resources</b>
<ul style="list-style-type: none"> <li>• <i>The Odyssey</i> by Homer (Lexile 1050)</li> <li>• <i>Epic of Gilgamesh</i> (Lexile 1090)</li> </ul>	<p><i>The Odyssey / Epic of Gilgamesh</i></p> <ul style="list-style-type: none"> <li>• TEDEd “What makes a hero?” by Matthew Winkler <a href="http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler">http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler</a></li> <li>• “On Heroism” article by Carl Coon (link to altruism/heroism activities)</li> <li>• “The Cave” song by Mumford &amp; Sons <a href="https://www.youtube.com/watch?v=oMO4xdOS5jY">https://www.youtube.com/watch?v=oMO4xdOS5jY</a></li> </ul>

- “Ithaka” poem by C. P. Cavafy  
<http://www.cavafy.com/poems/content.asp?cat=1&id=74>
- “O Brother, Where Art Thou” (2000) directed by Joel Coen and Ethan Coen
- “The Odyssey” (1997) directed by Andrey Konchalovskiy
- “Troy” (2004) directed by Wolfgang Peterson
- “The Spongebob Squarepants Movie” (2004) directed by Stephen Hillenburg and Mark Osborne
- “The Family I Lost in North Korea. And the Family I Gained” (Transcript) by Joseph Kim  
[https://www.ted.com/talks/joseph\\_kim\\_the\\_family\\_i\\_lost\\_in\\_north\\_korea\\_and\\_the\\_family\\_i\\_gained/transcript](https://www.ted.com/talks/joseph_kim_the_family_i_lost_in_north_korea_and_the_family_i_gained/transcript)
- “The Opportunity of Adversity” (Transcript) by Ameer Mullins  
[https://www.ted.com/talks/aimee\\_mullins\\_the\\_opportunity\\_of\\_adversity/transcript](https://www.ted.com/talks/aimee_mullins_the_opportunity_of_adversity/transcript)

**Writing Tasks**

**Primary Focus**

*This is connected to the types of writing as indicated in the standards: Informational or Literary.*

Argumentative writing  
(Choose a side essay for Odysseus)  
(Differentiation: both sides and rebuttal)  
Research writing

**Secondary Focus**

*This may be to develop a skill or connect to writing from resources or research writing.*

Text Analysis  
Thesis Statements  
Embedding Quotations  
Transitions  
Analysis

**Routine Writing**

*This is daily writing or writing that is done several times over a week.*

Reading Logs/Journals  
Do Now  
Short Answer  
Extended Response  
Personal Reflection

**Instructional Best Practices and Exemplars**

Text Analysis  
Socratic Seminar  
Reading Logs / Journals  
Teacher Conferences  
Writing Workshop  
Peer-Editing  
Pair-Share

## DIFFERENTIATION

<b>Special Education</b>	<b>ELL</b>	<b>RtI</b>
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student's IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Learn/Utilize/Display some words in student's heritage language</li> <li>● Set high expectations</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● NJDOE resources</li> </ul> <p style="text-align: center; margin-top: 10px;"><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports</li> <li>● NJDOE resources</li> </ul>

<ul style="list-style-type: none"> <li>NJDOE Resources</li> </ul>		
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**CROSS CURRICULUR RESOURCES**

The Amistad Commission’s Literacy components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>	<b>21<sup>st</sup> Century Skills: Bold all that apply</b>
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Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills
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**Technology Infusion**

<https://docs.google.com/document/d/1-5e13aJdD9j0WIJGA2gdtKQ8jwwwuOCP98vx5zzJl6s/edit?usp=sharing>

select from the list above/copy and paste

Smart Board Applications

enVision applications

### **Evidence of Student Learning**

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes



## Montclair Public Schools Instructional Unit

<b>Content:</b>	World Literature, English 9 Honors	<b>Grade:</b>	9
<b>Marking Period</b>	3	<b>Unit Title:</b>	Tradition and Change
		<b>Pacing:</b>	10 Weeks

### Framing the Learning

**Big Ideas:**

We will continue to discuss and write about literature in an analytical way. Overall, this unit on tradition and change intends to enrich students' understanding of and respect for various cultures. To this end, we will consider how culture is created through the values and practices of a society. More specifically, we will examine the way that colonialism has significantly influenced traditional cultures; also we will consider how traditional practices and values are influenced when two cultures intersect and sometimes clash. Lastly, we will provide historical context for and apply Aristotle's notion of tragic hero to *Things Fall Apart* and *Kaffir Boy*, the main texts in this unit.

- Culture is created through the values and practices of a society.
- Colonialism has had a major influence on traditional cultures.
- Traditional practices and values are influenced when two cultures intersect.
- Traditional cultures are often seen as simple and undeveloped but in reality are organized, complex systems.
- Racism does not stem from an individual's flaws but from a system where societal institutions exclude based on race
- Apartheid was a system of legalized segregation in South Africa, in which the minority population of Whites subjugated the majority population of Blacks
- Aristotle's notion of tragic hero can be applied to many texts and characters.

**Essential Questions:**

- What is culture and what happens when two cultures and their differing values intersect?
- Can old ideas and the new exist in harmony or do they only create discord?
- What is culture?
- How do authors use character, symbol, theme to represent traditions and the changes to those traditions?
- How do cultural expectations drive characters?
- In what ways does change shape people and those with whom they interact?
- What happens when two cultures and their differing values intersect?
- What are the consequences of embracing or rejecting change?

**Enduring Understandings:**

- Culture is created through the shared values and practices of a society
- Colonialism has had a major influence on traditional cultures
- Traditional practices and values are influenced when two cultures intersect
- Traditional cultures are often seen as simple and undeveloped but in reality are organized and complex systems

- Abuse of sociopolitical power and racial prejudice beget institutional racism
- Aristotle’s notion of tragic hero can be applied to many texts/characters

**NJSLS**

**Unit 3 Grade 9**

<b>Unit 3 Reading Standards</b>		<b>Unit 3 Reading Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
RL.9-10.1 Cite strong and thorough textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferentially, <b>including determining where the text leaves matters uncertain.</b>	RI.9-10.1 <b>Accurately</b> cite strong and thorough textual evidence, (e.g., <b>via discussion, written response, etc.</b> ) <b>and make relevant connections</b> , to support analysis of what the text says explicitly as well as inferentially, <b>including determining where the text leaves matters uncertain.</b>	<ul style="list-style-type: none"> <li>• Analyze the text for inferred and literal meanings</li> <li>• Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>• Identify explicit and implicit textual evidence</li> <li>• Determine the difference between strong and insufficient (unreliable) details</li> <li>• Use direct quotes, paraphrase, summarize objectively</li> <li>• Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>• Support inference using several examples from the text</li> <li>• Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text</li> </ul>	3
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, <b>and</b> provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and <b>analyze</b> how it is <b>developed</b> and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>• Determine a theme and central idea</li> <li>• Analyze how details develop the theme/central idea</li> <li>• Make inferences using explicit and implicit text evidence</li> <li>• Use the text to draw conclusions about the theme/central idea</li> <li>• Formulate an objective (free of personal bias) summary of the text</li> <li>• Determine how the theme/central idea emerges and is refined or strengthened by key details</li> <li>• Provide an objective summary of the text</li> </ul>	3
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.	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.	RL.9-10.3: <ul style="list-style-type: none"> <li>• Identify the details that develop characters as dynamic or complex versus static or flat</li> <li>• Identify multiple/conflicting character motivations</li> <li>• Analyze character interactions as they develop plot</li> <li>• Evaluate simple and complex relationships and/or events on plot development</li> </ul>	4
		RI.9-10.3:	

		<ul style="list-style-type: none"> <li>● Identify a series of ideas or events that are connected</li> <li>● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text</li> <li>● Understand the relationship between a series of ideas or events</li> <li>● Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events</li> </ul>	4
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).	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).	<ul style="list-style-type: none"> <li>● Identify key words and determine figurative meaning</li> <li>● Identify key words and determine connotative meaning</li> <li>● Understand how word choice impacts meaning (For example, how language evokes a sense of time and place)</li> <li>● Determine formal vs. informal tone</li> <li>● Identify cumulative impact of word choice on meaning and tone</li> </ul>	2
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 <b>specific</b> effects as mystery, tension, or surprise.	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).	RL.9-10.5: <ul style="list-style-type: none"> <li>● Understand and describe how an author has chosen to structure a text and order events within it</li> <li>● Analyze how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader</li> </ul>	3
		RI.9-10.5: <ul style="list-style-type: none"> <li>● Investigate how an author structures the text and develops ideas</li> <li>● 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</li> </ul>	3
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.	RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses <b>rhetorical devices</b> to advance that point of view or purpose.	RL.9-10.6: <ul style="list-style-type: none"> <li>● Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States</li> <li>● Read multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text</li> </ul>	3

		<ul style="list-style-type: none"> <li>Analyze how a particular point of view or cultural experience is reflected in a text</li> <li>Analyze how culture impacts a particular point of view</li> </ul>	
		RI.9-10.6: <ul style="list-style-type: none"> <li>Identify rhetorical devices and text structures that may develop the purpose of the piece</li> <li>Determine the author’s overall purpose</li> <li>Analyze how an author uses various rhetorical strategies to advance that purpose</li> </ul>	3
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 <b>work</b> (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).		<ul style="list-style-type: none"> <li>Compare and contrast how various accounts of a subject are told in two different mediums</li> <li>Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message</li> </ul>	3
RL.9-10.9. Analyze <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from <b>mythology</b> or the Bible or how a later author draws on a play by Shakespeare).		<ul style="list-style-type: none"> <li>Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text</li> <li>Understand allusions</li> <li>Identify allusions</li> <li>Compare and contrast use of common ideas/topics between texts or allusions within texts</li> </ul>	2
<b>Unit 3 Writing Standards</b>		<b>Unit 3 Writing Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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		<ul style="list-style-type: none"> <li>Convey experiences, real or imagined</li> <li>Use time as the deep structure of the narrative</li> <li>Form or structure based on a progression of events that build upon each other</li> <li>Use effective details using precise language</li> <li>Construct clear point(s) of view established through a</li> </ul>	3  A- 3

<p>events.</p> <p>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.</p> <p>W.9-10.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent, <b>complete, and comprehensive piece</b>.</p> <p>W.9-10.3.D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.9-10.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>narrator, provide characters, and present a situation</p> <ul style="list-style-type: none"> <li>● Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures</li> <li>● Provide a conclusion to the events they set out at the beginning of their narrative</li> </ul>	<p>B- 4</p> <p>C- 3</p> <p>D- 3</p> <p>E- 3</p>
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>● Determine writing task type and its appropriate organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience appropriately</li> <li>● Understand and utilize appropriate style</li> </ul>	<p>3</p>
<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <b>or consulting a style manual (such as MLA or APA Style)</b>, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Develop and use appropriate planning templates</li> <li>● Understand and utilize revision techniques</li> <li>● Understand writing as a process</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> </ul>	<p>4</p>
<p>W.9-10.6. Use technology, including the Internet, to produce, <b>share</b>, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Choose and evaluate appropriate platform</li> <li>● Link and cite sources</li> <li>● Create shared writing products</li> </ul>	<p>3</p>
<p>W.9-10.7.(Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information</li> </ul>	<p>3</p>
<p>W.9-10.8.(Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the</p>	<ul style="list-style-type: none"> <li>● Gather print and digital information</li> <li>● Assess credibility and accuracy of sources</li> <li>● Assess whether information from reliable and authoritative</li> </ul>	<p>3</p>

<p>text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p>	<p>sources is relevant</p> <ul style="list-style-type: none"> <li>● Utilize quotes within writing to further claims</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>	
<p>W.9-10.9.(Choice) Draw evidence from literary or <b>nonfiction</b> informational texts to support analysis, reflection, and research.</p> <p>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 <b>mythology</b> or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to <b>nonfiction informational</b> (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> <li>● Utilize evidence to support analysis, reflection, and research</li> </ul>	<p>3</p> <p>A- 3</p> <p>B- 4</p>
<p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>	<p>3</p>
<p><b>Unit 3 Speaking and Listening Standards</b></p>	<p><b>Unit 3 Speaking and Listening Critical Knowledge and Skills</b></p>	<p><b>Depth of Knowledge</b></p>
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with <b>peers</b> on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.A.Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>SL.9-10.1.B.Collaborate</b> with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); <b>develop</b> clear goals and <b>assessment criteria</b> (e.g. <b>student developed rubric</b>) and <b>assign</b> individual roles as needed.</p> <p>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</p>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Collaborate with peers to set guidelines for class discussions</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in friendly discussions and decision-making activities</li> <li>● Respect and promote diverse perspectives in a discussion or</li> </ul>	<p>3</p> <p>A- 3</p> <p>B- 3</p> <p>C- 4</p>

<p>and conclusions.  SL.9-10.1.D.Respond thoughtfully to <b>various</b> perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<p>collaborative activity</p> <ul style="list-style-type: none"> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas</li> <li>● Reflect, evaluate and respond to comments made by peers during discussion</li> </ul>	<p>D- 4</p>
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, <b>qualitatively</b>, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> <li>● Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>● Evaluate the credibility and accuracy of each source</li> </ul>	<p>3</p>
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any <b>false</b> reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>● Move from passive listener to active participant</li> <li>● Use text/source to show fallibility in speaker’s reasoning</li> </ul>	<p>3</p>
<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. <b>The content, organization, development, and style are appropriate to task, purpose, and audience.</b></p>	<ul style="list-style-type: none"> <li>● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>● Present information clearly, concisely, and logically</li> <li>● Use correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> <li>● Speak with clear pronunciation</li> </ul>	<p>3</p>
<p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> <li>● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>	<p>2</p>
<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for</p>	<ul style="list-style-type: none"> <li>● Adapt speech delivery to audience and purpose</li> <li>● Understand the difference between formal and informal</li> </ul>	<p>3</p>

specific expectations.)	presentations and demonstrate a command of formal English as necessary	
<b>Unit 3 Language Standards</b>	<b>Unit 3 Language Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.A. Use parallel structure. L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<ul style="list-style-type: none"> <li>Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses)</li> <li>Understand the differences between a phrase and a clause</li> <li>Identify and use various types of phrases and clauses</li> <li>Know sentence variety patterns</li> <li>Vary sentence structure to convey specific meaning and interest in writing and presentation</li> </ul>	2 A- 2 B- 2
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. L.9-10.2.B. Use a colon to introduce a list or quotation. L.9-10.2.C. Spell correctly.	<ul style="list-style-type: none"> <li>Use a semicolon or conjunctive adverb to link two or more closely related independent clauses</li> <li>Use a colon to introduce a list or quotation</li> <li>Apply the use of standard English spelling conventions</li> </ul>	2 A- 2 B- 2 C- 1
L.9-10.3. Apply knowledge of language <b>to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</b> L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	<ul style="list-style-type: none"> <li>Apply knowledge of language to understand how language functions in different situations</li> <li>Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> </ul>	3
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. 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 clue to the meaning of a word or phrase. L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its	<ul style="list-style-type: none"> <li>Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>Trace the etymology of words</li> <li>Use context clues to derive word meaning (connotation, denotation, word function and position)</li> </ul>	3 A- 3 B- 3 C- 3 D- 3



etymology. 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).		
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.	<ul style="list-style-type: none"> <li>Interpret and analyze the use of figurative language within a text</li> <li>Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)</li> </ul>	3 A-3 B-3
L.9-10.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> <li>Acquire general academic words from content-specific written texts</li> <li>Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level</li> </ul>	3

**Instructional Plan**

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Reading Check/Quizzes Exit Tickets Notes (WebQuest, Prezi, Etc.) Teacher Conferences Class Discussion (Think/Pair/Share) Classroom Polls KWL Chart Reading Logs/Journals Personal Reflections / Self Assessment Benchmark Assessments Graphic Organizers Four Corners (Agree, Disagree, Strongly Agree, Strongly Disagree) Peer Review</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Essay Writing Socratic Seminars Tests Extension Projects (Performances, Storyboard, News Articles, Poems/Songs, Board Games, iMovies) Portfolios Wired’s guide to crafting the perfect TedTalk <a href="https://www.wired.com/2013/04/tedtalk/">https://www.wired.com/2013/04/tedtalk/</a> TED Talk worksheet (evaluates TED Talks: ethos, pathos, logos) <a href="http://www.ofsheea.ca/index.php/49/357-ted-talks-worksheet/file">www.ofsheea.ca/index.php/49/357-ted-talks-worksheet/file</a></p>

<b>Texts</b>	<b>Supplementary Resources</b>

- *Things Fall Apart* by Chinua Achebe (Lexile: 890)
- *Kaffir Boy* by Mark Mathabane (Lexile: 1040L)

Note: Students will be reading a variety of texts within the 9th-grade Lexile band of 1000-1300. Although the Lexile Level of some is below the grade level band, the themes and content within this text are considered appropriate for the students at this level)

#### *Things Fall Apart*

- TEDTalk “The danger of a single story” by Chimamanda Ngozi Adichie [https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)
- TEDTalk “The danger of a single story” by Chimamanda Ngozi Adichie [https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story/transcript](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story/transcript) (transcript)
- “The danger of a single story” by David Brooks, *The New York Times* <https://www.nytimes.com/2016/04/19/opinion/the-danger-of-a-single-story.html?mcubz=0>
- “Tribes of the Amazon Find an Ally Out of ‘Avatar’” by Alexei Barrionuevo, *The New York Times*, 10 April 2010 (Lexile: 1100)  
• <http://www.nytimes.com/2010/04/11/world/americas/11brazil.html?mcubz=0>
- “Avatar” (2009) directed by James Cameron

#### *Kaffir Boy*

- “If you assign my book, don’t censor it” by Mark Mathabane <http://www.washingtonpost.com/wp-srv/WPcap/1999-11/28/078r-112899-idx.html>
- “How hatred is learned, and then unlearned” by Mark Mathabane <http://nwscholasticpress.pbworks.com/f/mark+mathabane+column.pdf>
- “The cycle of revenge can be broken” <http://www.nytimes.com/2002/07/05/opinion/the-cycle-of-revenge-can-be-broken.html>
- Mark Mathabane YouTube video clips:  
Mother’s Courage: [https://www.youtube.com/watch?v=feHvi2\\_Da38](https://www.youtube.com/watch?v=feHvi2_Da38)  
Suicide Attempt: <https://www.youtube.com/watch?v=Mgk8PXfhScg>
- Universal Declaration of Human Rights [www.un.org/en/udhrbook/pdf/udhr\\_booklet\\_en\\_web.pdf](http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)
- Universal Declaration of Human Rights: YouTube video <https://www.youtube.com/watch?v=hyVJHpiHO8I>
- Anti-Apartheid Protest Song: “Biko” by Peter Gabriel <https://www.youtube.com/watch?v=H1G8nVMg6Io>
- Prezi: “The South African Apartheid” by Freya Heplo <https://prezi.com/jzjie0t9a9va/the-south-african-apartheid/>
- “Modern History Sourcebook: A. L. Geyer: The Case for Apartheid, 1953”

	<p><a href="http://sourcebooks.fordham.edu/halsall/mod/1953geyer.html">http://sourcebooks.fordham.edu/halsall/mod/1953geyer.html</a></p> <ul style="list-style-type: none"> <li>• “Black Consciousness and the Quest for True Humanity” (Excerpts) by Steven Biko <a href="http://disa.ukzn.ac.za/sites/default/files/pdf_files/remar72.3.pdf">http://disa.ukzn.ac.za/sites/default/files/pdf_files/remar72.3.pdf</a></li> <li>• “Still I Rise” by Maya Angelou <a href="https://www.poets.org/poetsorg/poem/still-i-rise">https://www.poets.org/poetsorg/poem/still-i-rise</a></li> <li>• “Still I Rise” as performed by Ben Harper <a href="https://www.youtube.com/watch?v=XLEvR3cevN8">https://www.youtube.com/watch?v=XLEvR3cevN8</a></li> <li>• “Hope is thing with feathers” by Emily Dickinson <a href="https://www.poetryfoundation.org/poems/42889/hope-is-the-thing-with-feathers-314">https://www.poetryfoundation.org/poems/42889/hope-is-the-thing-with-feathers-314</a></li> <li>• “Free South Africa” artwork by Keith Haring <a href="http://www.haring.com/!/art-work/252#.WW5bMdMrLBI">http://www.haring.com/!/art-work/252#.WW5bMdMrLBI</a></li> <li>• Excerpts from <i>Born a Crime</i> by Trevor Noah</li> <li>• “Cry Freedom” directed by Richard Attenborough</li> <li>• “Mandela” directed by Justin Chadwick</li> <li>• “Invictus” directed by William Ernest Henley</li> <li>• “Invictus” (2009) directed by Clint Eastwood</li> <li>• “Tsotsi” (2005) directed by Gavin Hood</li> <li>• “District 9” directed by Neill Blomkamp</li> </ul> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li>• <i>The Namesake</i> by Jhumpa Lahiri (Lexile: 1210 – an excerpt of this text will be used on the Interim Assessment for this unit)</li> </ul>
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**Writing Tasks**

<p><b>Primary Focus</b>  <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> <p>Narrative writing  Research writing</p>	<p><b>Secondary Focus</b>  <i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> <p>Text Analysis  Thesis Statements  Embedding Quotations  Transitions  Analysis</p>	<p><b>Routine Writing</b>  <i>This is daily writing or writing that is done several times over a week.</i></p> <p>Reading Logs/Journals  Do Now  Short Answer  Extended Response  Personal Reflection</p>
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**Instructional Best Practices and Exemplars**

Text Analysis
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Socratic Seminar  
Reading Logs / Journals  
Teacher Conferences  
Writing Workshop  
Peer-Editing  
Pair-Share

## DIFFERENTIATION

Special Education	ELL	RtI
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student's IEP and 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Learn/Utilize/Display some words in student's heritage language</li> <li>● Set high expectations</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● NJDOE resources</li> </ul> <p style="text-align: center;"><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>

<ul style="list-style-type: none"> <li>NJDOE Resources</li> </ul>		
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**CROSS CURRICULUR RESOURCES**

The Amistad Commission’s Literacy components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.html](http://www.fcrr.org/studentactivities/language_k1.html)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>	<b>21<sup>st</sup> Century Skills: Bold all that apply</b>
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

## Technology Infusion

<https://docs.google.com/document/d/1-5el3aJdD9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

select from the list above/copy and paste

Smart Board Applications

enVision applications

## Evidence of Student Learning

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## Montclair Public Schools Instructional Unit

<b>Content:</b>	World Literature, English 9 Honors		<b>Grade:</b>	9	
<b>Marking Period</b>	4	<b>Unit Title:</b>	Fate vs. Free Will	<b>Pacing:</b>	10 Weeks

### Framing the Learning

#### Big Ideas:

In this unit, students will further explore the ways in which one's destiny is determined and will be encouraged to ask themselves how much control they have over their own journeys through life. Shakespeare's *Romeo and Juliet* will prompt students to consider how societal and familial views can influence a person's beliefs, thoughts, and ultimately their actions. They will also discuss how fate and free will factor into their own lives as well as the lives of Shakespeare's famous "star-crossed lovers" and their families.

- A person's trajectory is controlled in part by the choices that individual makes.
- Family and society influence an individual's choices.
- Hamartia: in both literature and life the best intentions can go awry.
- Shakespeare's plays endure because they focus on universal and timeless themes.
- Shakespeare uses a variety of literary and poetic devices to enhance the structure of his plays.
- The interpretations of actors and directors influence a viewer's understanding of a play.

#### Essential Questions:

- Is one's trajectory determined by fate or free will?
- What forces determine a person's life-journey? •
- What is love?
- How do family and society influence one's life-journey?
- In what ways can good intentions go awry, and what happens as a result?
- What specific language tricks does Shakespeare use to enhance the structure of his plays?
- What timeless and universal themes exist in *Romeo and Juliet*?
- How do the interpretations of directors and actors influence the audience's understanding of a play?

#### Enduring Understandings:

- Actors and directors make choices to interpret scripts
- Hamartia: in both literature and life the best intentions can go awry
- Shakespeare's plays endure because of the universal and timeless themes of young love, feuding families, teen violence, fate vs. free will, and good intentions gone awry
- Shakespeare uses a variety of language tricks and poetic devices to construct his plays
- What a character wants and the obstacles that stand in her/his way create the drama of a scene



NJSLs				
Unit 4 Grade 9				
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills		Depth of Knowledge
RL.9-10.1 Cite strong and thorough textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferentially, <b>including determining where the text leaves matters uncertain.</b>	RI.9-10.1 <b>Accurately</b> cite strong and thorough textual evidence, (e.g., via <b>discussion, written response, etc.</b> ) <b>and make relevant connections</b> , to support analysis of what the text says explicitly as well as inferentially, <b>including determining where the text leaves matters uncertain.</b>	<ul style="list-style-type: none"> <li>Analyze the text for inferred and literal meanings</li> <li>Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>Identify explicit and implicit textual evidence</li> <li>Determine the difference between strong and insufficient (unreliable) details</li> <li>Use direct quotes, paraphrase, summarize objectively</li> <li>Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>Support inference using several examples from the text</li> <li>Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text</li> </ul>	3	
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, <b>and</b> provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and <b>analyze</b> how it is <b>developed</b> and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Determine a theme and central idea</li> <li>Analyze how details develop the theme/central idea</li> <li>Make inferences using explicit and implicit text evidence</li> <li>Use the text to draw conclusions about the theme/central idea</li> <li>Formulate an objective (free of personal bias) summary of the text</li> <li>Determine how the theme/central idea emerges and is refined or strengthened by key details</li> <li>Provide an objective summary of the text</li> </ul>	3	
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.	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.	RL.9-10.3: <ul style="list-style-type: none"> <li>Identify the details that develop characters as dynamic or complex versus static or flat</li> <li>Identify multiple/conflicting character motivations</li> <li>Analyze character interactions as they develop plot</li> <li>Evaluate simple and complex relationships and/or events on plot development</li> </ul>	4	

		<p>RI.9-10.3:</p> <ul style="list-style-type: none"> <li>● Identify a series of ideas or events that are connected</li> <li>● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text</li> <li>● Understand the relationship between a series of ideas or events</li> <li>● Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events</li> </ul>	4
<p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>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).</p>	<ul style="list-style-type: none"> <li>● Identify key words and determine figurative meaning</li> <li>● Identify key words and determine connotative meaning</li> <li>● Understand how word choice impacts meaning (For example, how language evokes a sense of time and place)</li> <li>● Determine formal vs. informal tone</li> <li>● Identify cumulative impact of word choice on meaning and tone</li> </ul>	2
<p>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 <b>specific</b> effects as mystery, tension, or surprise.</p>	<p>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).</p>	<p>RL.9-10.5:</p> <ul style="list-style-type: none"> <li>● Understand and describe how an author has chosen to structure a text and order events within it</li> <li>● Analyze how the author's choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader</li> </ul>	3
		<p>RI.9-10.5:</p> <ul style="list-style-type: none"> <li>● Investigate how an author structures the text and develops ideas</li> </ul> <p>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</p>	3
<p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from</p>	<p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses <b>rhetorical devices</b> to advance</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> <li>● Recognize and understand a particular point of view or cultural experience reflected in a text from outside the</li> </ul>	

outside the United States, drawing on a wide reading of world literature.	that point of view or purpose.	United States <ul style="list-style-type: none"> <li>● Read multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text</li> <li>● Analyze how a particular point of view or cultural experience is reflected in a text</li> <li>● Analyze how culture impacts a particular point of view</li> </ul>	3
		RI.9-10.6: <ul style="list-style-type: none"> <li>● Determine the author’s overall purpose</li> <li>● Analyze how an author uses various rhetorical strategies to advance that purpose</li> <li>● Identify rhetorical devices and text structures that advance the purpose of the piece</li> </ul>	3
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).	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.	RL.9-10.9: <ul style="list-style-type: none"> <li>● Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text</li> </ul>	2
		RI.9-10.9: <ul style="list-style-type: none"> <li>● Study and evaluate influential U.S. documents</li> <li>● Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge</li> </ul>	3
RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.	RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.	<ul style="list-style-type: none"> <li>● Closely read various forms of literature independently and fluently, including stories, dramas, and poems</li> <li>● Demonstrate comprehension of various forms of literary text</li> <li>● Make connections among ideas and between texts</li> <li>● Consider a wider range of textual evidence</li> <li>● Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts</li> <li>● Monitor comprehension</li> <li>● Determine when comprehension is not occurring, and</li> </ul>	3

		subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text.	
Unit 4 Writing Standards		Unit 4 Writing Critical Knowledge and Skills	Depth of Knowledge
<p>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.</p> <p>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.</p> <p>W.9-10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.9-10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>		<ul style="list-style-type: none"> <li>● Use relevant and sufficient facts, definitions, details, and quotes</li> <li>● Use sources that are appropriate to task, audience, and purpose</li> <li>● Select precise words and domain-specific vocabulary</li> <li>● Introduce a topic arranging ideas, concepts, and information to show interrelationships</li> <li>● Format effectively</li> <li>● Develop a topic</li> <li>● Organize graphics</li> <li>● Provide multimedia when useful</li> <li>● Use transitions to link together the major sections of the text</li> <li>● Write a concluding statement that supports the information presented</li> <li>● Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)</li> <li>● Decide what organization is most effective for purpose, audience, and task</li> <li>● Determine how many facts, definitions, details, quotations and other information are needed</li> </ul>	<p>3</p> <p>A- 3</p> <p>B- 4</p> <p>C- 3</p> <p>D- 3</p> <p>E- 3</p> <p>F- 3</p>
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<ul style="list-style-type: none"> <li>● Determine writing task type and its appropriate organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience appropriately</li> <li>● Understand and utilize appropriate style</li> </ul>	<p>3</p>
<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>		<ul style="list-style-type: none"> <li>● Develop and use appropriate planning templates</li> <li>● Understand and utilize revision techniques</li> <li>● Understand writing as a process</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a</li> </ul>	<p>4</p>

	specific purpose or audience	
W.9-10.6. Use technology, including the Internet, to produce, <b>share</b> , publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Choose and evaluate appropriate platform</li> <li>● Link and cite sources</li> <li>● Create shared writing products</li> </ul>	3
W.9-10.7. (Choice) 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.	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information</li> </ul>	3
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation ( <b>MLA or APA Style Manuals</b> ).	<ul style="list-style-type: none"> <li>● Gather print and digital information</li> <li>● Assess credibility and accuracy of sources</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize quotes within writing to further claims</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>	3
W.9-10.9W.9-10.9. (Choice) Draw evidence from literary or <b>nonfiction</b> informational texts to support analysis, reflection, and research. 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 <b>mythology</b> or the Bible or how a later author draws on a play by Shakespeare]"). W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction <b>informational</b> (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> <li>● Utilize evidence to support analysis, reflection, and research</li> </ul>	3 A- 3 B- 4
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision.</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences.</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project.</li> <li>● Manage a long-term research project that incorporates</li> </ul>	3

Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills	Depth of Knowledge
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with <b>peers</b> on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>SL.9-10.1.B. Collaborate</b> with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); <b>develop</b> clear goals and <b>assessment criteria</b> (e.g. <b>student developed rubric</b>) and <b>assign</b> individual roles as needed.</p> <p>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.</p> <p>SL.9-10.1.D. Respond thoughtfully to <b>various</b> perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<p>research, reflection, and revision.</p> <ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Collaborate with peers to set guidelines for class discussions</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in friendly discussions and decision-making activities</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas</li> <li>● Reflect, evaluate and respond to comments made by <b>peers during discussion</b></li> </ul>	<p>3</p> <p>A- 3</p> <p>B- 3</p> <p>C- 4</p> <p>D- 4</p>
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, <b>qualitatively</b>, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> <li>● Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>● Evaluate the credibility and accuracy of each source</li> </ul>	<p>3</p>
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any <b>false</b> reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>● Move from passive listener to active participant</li> <li>● Use text/source to show fallibility in speaker’s reasoning</li> </ul>	<p>3</p>

<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. <b>The content, organization, development, and style are appropriate to task, purpose, and audience.</b></p>	<ul style="list-style-type: none"> <li>● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>● Present information clearly, concisely, and logically</li> <li>● Use correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> <li>● Speak with clear pronunciation</li> </ul>	<p>3</p>
<p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> <li>● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements.</li> </ul>	<p>2</p>
<p><b>Unit 4 Language Standards</b></p>	<p><b>Unit 4 Language Critical Knowledge and Skills</b></p>	<p><b>Depth of Knowledge</b></p>
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.9-10.1.A. Use parallel structure.  L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<ul style="list-style-type: none"> <li>● Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses)</li> <li>● Understand the differences between a phrase and a clause</li> <li>● Identify and use various types of phrases and clauses</li> <li>● Know sentence variety patterns</li> <li>● Vary sentence structure to convey specific meaning and interest in writing and presentation</li> </ul>	<p>2  A- 2 B- 2</p>
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  L.9-10.2.B. Use a colon to introduce a list or quotation.  L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> <li>● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses</li> <li>● Use a colon to introduce a list or quotation</li> <li>● Know and use standard English spelling conventions</li> </ul>	<p>2 A- 2 B- 2 C- 1</p>
<p>L.9-10.3. Apply knowledge of language <b>to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</b>  L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> <li>● Apply knowledge of language to understand how language functions in different situations</li> <li>● Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>● Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> </ul>	<p>3</p>

<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>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 clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>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).</p>	<ul style="list-style-type: none"> <li>● Use context clues to derive word meaning (connotation, denotation, word position and function)</li> <li>● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>● Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>● Trace the etymology of words</li> </ul>	<p>3</p> <p>A- 3</p> <p>B- 3</p> <p>C- 3</p> <p>D- 3</p>
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Interpret and analyze the use of figurative language within a text</li> <li>● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)</li> </ul>	<p>3</p> <p>A- 3</p> <p>B- 3</p>

**Instructional Plan**

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Reading Check/Quizzes  Exit Tickets  Notes (WebQuest, Prezi, Etc.)  Teacher Conferences  Class Discussion (Think/Pair/Share)  Classroom Polls  KWL Chart  Reading Logs/Journals  Personal Reflections / Self Assessment  Benchmark Assessments  Graphic Organizers  Four Corners (Agree, Disagree, Strongly Agree, Strongly Disagree)  Peer Review</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Essay Writing  Socratic Seminars  Tests  Extension Projects (Performances, Storyboard, News Articles, Poems/Songs, Board Games, iMovies)  Portfolios  Wired’s guide to crafting the perfect TedTalk  <a href="https://www.wired.com/2013/04/tedtalk/">https://www.wired.com/2013/04/tedtalk/</a>  TED Talk worksheet (evaluates TED Talks: ethos, pathos, logos)  <a href="http://www.ofsheea.ca/index.php/49/357-ted-talks-worksheet/file">www.ofsheea.ca/index.php/49/357-ted-talks-worksheet/file</a></p>



Texts		Supplementary Resources	
<ul style="list-style-type: none"> <li>• <i>Romeo and Juliet</i> by William Shakespeare (Lexile: 1260)</li> </ul>		<ul style="list-style-type: none"> <li>• “In Defense of <i>Romeo and Juliet</i>: It's Not Childish, It's *About* Childishness” by Noah Berlatsky <a href="https://www.theatlantic.com/entertainment/archive/2013/04/in-defense-of-i-romeo-and-juliet-i-its-not-childish-its-about-childishness/274836/">https://www.theatlantic.com/entertainment/archive/2013/04/in-defense-of-i-romeo-and-juliet-i-its-not-childish-its-about-childishness/274836/</a></li> <li>• “Family Matters” by Michael Flachmann <a href="https://www.bard.org/study-guides/family-matters">https://www.bard.org/study-guides/family-matters</a></li> <li>• “A Plot by Any Other Name” by Diana Major Spencer <a href="https://www.bard.org/study-guides/a-plot-by-any-other-name">https://www.bard.org/study-guides/a-plot-by-any-other-name</a></li> <li>• The Folger Shakespeare Library <a href="http://www.folger.edu/teaching-modules">http://www.folger.edu/teaching-modules</a></li> <li>• Shakespeare Set Free: The Folger Library (Lexile: Unavailable. However, students will not be reading this book. It is a department-provided resource for teachers that contains lesson plans, activities and strategies for successfully bringing Shakespeare to life in the modern classroom.)</li> <li>• “Montague and Capulet as Shiite and Sunni” by Tim Arango <a href="http://www.nytimes.com/2012/04/29/world/middleeast/in-iraq-romeo-and-juliet-portrays-montague-and-capulet-as-shiite-and-sunni.html?mtrref=undefined&amp;gwh=889E113B330D956FF07995E782BD0A72&amp;gwt=pay">http://www.nytimes.com/2012/04/29/world/middleeast/in-iraq-romeo-and-juliet-portrays-montague-and-capulet-as-shiite-and-sunni.html?mtrref=undefined&amp;gwh=889E113B330D956FF07995E782BD0A72&amp;gwt=pay</a></li> <li>• <i>No Fear Shakespeare: Romeo and Juliet</i></li> <li>• Excerpts from “Man’s Search for Meaning” by Viktor Frankl (Lexile: 1300)</li> <li>• “The Illusion of Free Will,” TedTalk by Daniel Do <a href="https://www.youtube.com/watch?v=MzW-r_vPf50">https://www.youtube.com/watch?v=MzW-r_vPf50</a> (YouTube) <a href="http://www.danielhdo.com/words/the-illusion-of-free-will">http://www.danielhdo.com/words/the-illusion-of-free-will</a> (transcript)</li> <li>• “Romeo and Juliet” (1968) directed by Franco Zeffirelli</li> <li>• “Romeo + Juliet” (1996) directed by Baz Luhrman</li> <li>• “West Side Story” (1961) directed by Jerome Robbins and Robert Wise</li> </ul>	
Writing Tasks			
<b>Primary Focus</b> <i>This is connected to the types of writing as indicated in the standards: Informational or</i>	<b>Secondary Focus</b> <i>This may be to develop a skill or connect to writing from resources or research writing.</i>	<b>Routine Writing</b> <i>This is daily writing or writing that is done several times over a week.</i>	

<p><i>Literary.</i></p> <p>Research writing</p>	<p>Text Analysis          Thesis Statements          Embedding Quotations          Transitions          Analysis of Quotes</p>	<p>Reading Logs/Journals          Do Now          Short Answer          Extended Response          Personal Reflection</p>
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**Instructional Best Practices and Exemplars**

<p>Text Analysis          Socratic Seminar          Reading Logs / Journals          Teacher Conferences          Writing Workshop          Peer-Editing          Pair-Share</p>
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## DIFFERENTIATION

<b>Special Education</b>	<b>ELL</b>	<b>RtI</b>
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP and 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Set high expectations</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● NJDOE resources</li> </ul> <p style="text-align: center; margin-top: 10px;"><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>

<ul style="list-style-type: none"> <li>NJDOE Resources</li> </ul>		
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**CROSS CURRICULUR RESOURCES**

The Amistad Commission’s Literacy components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>	<b>21<sup>st</sup> Century Skills: Bold all that apply</b>
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

**Technology Infusion**

<https://docs.google.com/document/d/1-5e13aJdD9j0WIJGA2gdtKQ8jwwwuOCP98vx5zzJl6s/edit?usp=sharing>

select from the list above/copy and paste

Smart Board Applications

enVision applications

### **Evidence of Student Learning**

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes