



Garfield Public Schools

Aligned to the 20__ New Jersey Student Learning Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit Overview	
Content Area: ELA	
Unit Title: Short Stories (ongoing)	
Target Course/Grade Level: Grade 9	
Duration: Week 1-Week 11	
Description: Throughout the course of the year the students read multiple Short Stories. These texts will provide the vehicle to implement the following standards into instruction: RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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; provide an objective summary of the text. 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. In addition, skills identified as necessary for state identified standardized assessments will be embedded in instruction	
Enduring Understandings	
Supporting analysis through textual evidence <ul style="list-style-type: none"> • Identify the development of theme or central idea with a novel • Analyze how complex characters develop over the course of a text Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. <ul style="list-style-type: none"> • Analyze the cumulative impact of specific word choices on meaning and tone. • 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 such effects as mystery, tension, or surprise. • 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 	
Learning Targets	
New Jersey Student Learning Standards & Practices NJ: 2016 SLS: English Language Arts NJ: Grades 9-10 Reading: Literature Key Ideas and Details RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says	Interdisciplinary New Jersey Student Learning Standards Social Studies: 6.2.12.HistoryUP.2.a Career Readiness, Life Literacy and Key Skills: 9.1.12.CFR.1 9.2.12.CAP.13



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explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

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.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RL.9-10.8. (Not applicable to literature)

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).

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.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

9.4.12.CI.1

SEL Competencies:

Self-awareness

Self-management

Social awareness

Career Readiness Practices:

Act as a responsible and contributing citizen and employee.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.

Plan education and career paths aligned to personal goals.

Use technology to enhance productivity.

Technology Standards:

• 8.2.12.ED.1: 8.2.12.ED.2: 8.2.12.ED.3: 8.2.12.ED.4: 8.2.12.ED.5: 8.2.12.ED.6:

8.2.12.ITH.1: 8.2.12.ITH.2: 8.2.12.ITH.3: 8.2.12.NT.1: 8.2.12.NT.2: 8.2.12.ETW.1:

8.2.12.ETW.2: 8.2.12.ETW.3: 8.2.12.EC.1: 8.2.12.EC.2: 8.2.12.EC.3: 8.2.12.ETW.4:



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Essential Questions

What makes this a short story?

- How does citing strong and thorough textual evidence support analysis of what the text says explicitly as well as inferences drawn from the text?
- How does determining a theme or central idea of a text and analyzing it in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text?
- How do 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?
- How does determining 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?
- How does analyzing how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise?
- How does analyzing 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?
- How does analyzing the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment?
- How does analyzing how an author draws on and transforms source material in a specific work?

Student Learning Objectives

Students will...

Read and analyze various short stories

- Through the written and spoken word cite strong and thorough textual evidence support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determining a theme or central idea of a text and analyzing it in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Identify 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.
- 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?
- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.
- 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.
- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- Analyze how an author draws on and transforms source material in a specific work.
- Transfer skills from this unit and apply to standardized testing

Suggested Activities



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Complete graphic organizers.

- Process writing essays
- Complete Study questions
- Students will be required to complete independent from an assigned list each marking period
- Research Activities will be integrated throughout the curriculum

Texts may include but are not limited to:

The Open Window

The Most Dangerous Game

The Cask of Amontillado

The Necklace

The Lady and the Tiger

The Scarlet Ibis (Disabilities)

American History (Diversity/Equity)

Gaston

Sweet Potato Pie (Amistad)

A Sound of Thunder (Climate Change)

Row the Bus

Rule of the Game

Blues Ain't No Mockingbird (Amistad)

Pancakes

Ransom of Red Chief

The Gift of the Magi

Lambhouse Slaughter

Flotsam and Jetsam

Two Kinds (Joy Luck Club) (Asian American/Pacific Islanders)

Materials

Turnitin.com

Lap Tops

McDougal Literature anthology

Classzone.com

MLA Format

Media Center

Digital editions of the newspaper

Study Island

Classroom libraries for independent reading

Resources: Utilizing technology: one to one use of computers:

IXL



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Newsela PRO
SRI to assess lexile level

Assessments

Formative:

- *Weekly vocab quizzes*
- *Daily Do-Nows (Journal Entries)*
- *Exit Slips*
- *Concept Maps*
- *Pop Quizzes*

Summative:

- *Final Project*
- *Final Paper*
- *Final Presentation*
- *Benchmark/Final Unit Test*

Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
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Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

MODIFICATIONS



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Unit Overview

Content Area: ELA

Unit Title: Research/Writing Skills (ongoing)

Target Course/Grade Level: Grade 9

Duration: Week 1-Week 30

Description:

In this unit, students learn the step by step process of writing a research paper, basic writing strategies and essential study skills. After selecting various topics students will utilize an appropriate writing strategy. Some of the strategies will include identifying appropriate writing format, creating a preliminary outline, writing a rough draft, and then completing a final draft. The importance of documentation and the MLA style of documentation will be reinforced throughout every step of the writing process. At the end of each major step in the writing process students submit their work for evaluation.

In addition, skills identified as necessary for state identified standardized assessments will be embedded in instruction

Enduring Understandings

Identify Type of Writing

- Gathering information
- Evaluating the sources
- Organizing notes
- Documenting references
- Writing, revising, editing

The number of resources may provide greater support for the validity of the research.

- The quality of one's research is dependent on the quality of the sources used.
- Writing works within a process.
- Knowing how to reference or cite research documents is guided by criteria.
- Process writing applies to all types of writing.

Learning Targets

New Jersey Student Learning Standards & Practices

NJ: 2016 SLS: English Language Arts

NJ: Grades 9-10

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly

Interdisciplinary New Jersey Student Learning Standards

6.2.12.HistoryUP.2.a



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as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

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.

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.

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.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.4. 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.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)

W.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

Career Readiness, Life Literacy and Key Skills:

9.1.12.CFR.2

9.2.12.CSP.4

9.4.12.CI.1

SEL Competencies

Self-awareness

Self-management

Social awareness

Career Readiness Practices:

Act as a responsible and contributing citizen and employee.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.

Plan education and career paths aligned to personal goals.

Use technology to enhance productivity.

Technology Standards:

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8.2.12.ED.6: 8.2.12.ITH.1: 8.2.12.ITH.2: 8.2.12.ITH.3: 8.2.12.NT.1:

8.2.12.NT.2: 8.2.12.ETW.1: 8.2.12.ETW.2: 8.2.12.ETW.3: 8.2.12.EC.1:

8.2.12.EC.2: 8.2.12.EC.3: 8.2.12.ETW.4:



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appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

Essential Questions

What is the basis for selecting a writing style?

- What guides the choices writers make?
- How do you write arguments?
- How does writing informative/explanatory texts to examine and convey complex ideas?
- What is the proper technique for writing narratives to develop real or imagined experiences?
- Produce clear and coherent writing.
- Develop and strengthen writing through planning, revising, editing, rewriting.
- Use technology to produce, publish and update writing.
- Conduct short as well as more sustained research projects.
- Gather relevant information from multiple authoritative print and digital sources.
- Draw evidence from literary or informational texts.

Student Learning Objectives

Students will...

Write arguments to support claims.

- Write informative/explanatory texts to examine and convey complex ideas
- Write narratives to develop real or imagined experiences
- Produce clear and coherent writing
- Develop and strengthen writing through planning, revising, editing, rewriting
- Conduct short as well as more sustained research projects.
- Use technology to produce, publish and update writing.
- Conduct short as well as more sustained research projects
- Draw evidence from literary or informational texts
- Gather relevant information from multiple authoritative print and digital sources.
- Transfer skills from this unit and apply to standardized testing

Suggested Activities



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Write arguments to support claims

- Write informative/explanatory texts to examine and convey complex ideas
- Writing narratives to develop real or imagined experiences
- Produce clear and coherent writing
- Develop and strengthen writing through planning, revising, editing, rewriting
- Use technology to produce, publish and update writing.
- Conduct short as well as more sustained research projects.
- Draw evidence from literary or informational texts
- Gather relevant information from multiple authoritative print and digital sources
- Students will be required to complete independent reading from an assigned list each marking period
- Research Activities will be integrated throughout the curriculum

Materials

Turnitin.com
Lap Tops
McDougal Literature anthology
Classzone.com
MLA Format
Media Center
Digital editions of the newspaper
Study Island
Resources: Utilizing technology: one to one use of computers:
IXL
Newsela PRO
SRI to assess lexile level

Assessments

Formative:

- **Weekly vocab quizzes**
- **Daily Do-Nows (Journal Entries)**
- **Exit Slips**
- **Concept Maps**
- **Pop Quizzes**

Summative:

- **Final Project**
- **Final Paper**
- **Final Presentation**



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- Benchmark/Final Unit Test**

Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
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Unit Overview

Content Area: ELA

Unit Title: Hero's Journey

Target Course/Grade Level: Grade 9

Duration: Week 10- Week 15

Description:

This unit centers on the Hero's Journey through various texts, including: short stories, myth, culminating in Homer's *The Odyssey* (along with various independent reading/choice texts that follow the plot structure of the monomyth). Close Reading/Textual Evidence

Enduring Understandings

- Archetypes and Universal patterns
- Monomyth/Hero's Journey
- Hero's Journey in 12 Steps:
 - Act 1: Separation
 - Ordinary World,
 - Call to Adventure
 - Refusal of the Call
 - Meeting with the Mentor
 - Crossing the Threshold
 - Act 2: Initiation
 - Tests, Allies and Enemies
 - Approach the Innermost Cave



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- Ordeal
- Reward
- o Act 3: Return
- The Road Back
- Resurrection
- Return with the Elixir

Culturally universal themes and story structures

- How stories can be relevant in different time periods and cultures
- Defining aspects of heroes beyond strength or power
- How myths inform today's culture
- Close reading skills enable students to read more rigorous texts independently

Learning Targets

New Jersey Student Learning Standards & Practices

Reading: Literature

RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.9. 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).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade

Interdisciplinary New Jersey Student Learning Standards

Career Readiness, Life Literacy, & Key Skills:

9.4.12.CI.1

SEL Competencies

Self-awareness

Self-management

Social awareness

Career Readiness Practices:

Act as a responsible and contributing citizen and employee.

Utilize critical thinking to make sense of problems and persevere in solving them.

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Technology Standards:



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level text-complexity (see Appendix A) or above with scaffolding as needed.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

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.

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.

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.9-10.4. 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.)

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8.2.12.ETW.2: 8.2.12.ETW.3: 8.2.12.EC.1: 8.2.12.EC.2: 8.2.12.EC.3: 8.2.12.ETW.4:

Essential Questions

- How is the monomyth a universal story?
- What makes a hero a hero?
- How can you apply the Hero's Journey to your own experiences?
- Where do myths come from? What is their purpose?
- What is the purpose of epics?
- Are classic myths and epics still relevant today?
- Are heroes born or made?

Student Learning Objectives

Students will...

- Be able to decipher the author's craft through close reading



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- Be able to evaluate literature for the Hero's Journey
- Be able to predict outcomes by synthesizing patterns across texts
- Be able to determine universal themes in texts, as well as elements of characterization based on their understanding of the monomyth and apply to personal experiences
- Be able to support with textual evidence the progression of the Hero's Journey, heroic qualities, and archetypal patterns

Suggested Activities

- Create a hero's journey character chart (anchor chart) applying information gathered from the text.
- Write an essay in which you analyze how the protagonist of your summer reading novel fits into the mold of a traditional hero.
- Write an epic poem with yourself as the hero. Utilize figurative language and stages of the hero's journey to develop and guide your writing.
- Write an essay in which you examine whether or not Odysseus is a true archetypal hero.
- Write an essay in which you analyze whether or not Odysseus was a good leader.
- Write an essay in which you compare and contrast yourself to the protagonist of the text.

Materials

- Texts include, but are not limited to: (All texts should include archetypal elements and/or aspects of the Hero's Journey)
 - Short Stories
 - "Most Dangerous Game"
 - "The Leap"
 - "Sweet Potato Pie"
 - "The Underground Man"
 - James Bond series by Ian Flemming
 - Poe's detective stories
 - Stories by Neil Gaiman
 - Informational/Non-Fiction
 - Oliver Stone on "Where I Find my Heroes"
 - The Hero with A Thousand Faces by Joseph Campbell
 - The Writer's Journey by Christopher Vogler
 - Quick Myths
 - D'Aulaire's Mythology Book
- The Apples of Love and the Apple of Discord
- Zeus and His family
 - Hera
 - Aphrodite
 - Ares
 - Athena
 - Apollo
 - Hermes



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- Hades
- Persephone
- Poseidon
- Zeus
- Creation Myth
- Heroic Myths
- Major Texts:
 - The Odyssey
 - We Were Here by Matt De Le Peña
 - The Lion, The Witch and The Wardrobe by C.S. Lewis (Climate Change)
 - The Hope Speech by Harvey Milk (LGBTQ/Disabilities)
 - Activity- After reading Milk's speech, students can research ways that laws and public opinion have changed since 1978, as well as examples of inequality that still exist today.

Resources: Utilizing technology: one to one use of computers:

IXL

Newsela PRO

SRI to assess lexile level

Assessments

Formative:

- *Weekly vocab quizzes*
- *Daily Do-Nows (Journal Entries)*
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Summative:

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Modifications				
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				Counseling

MODIFICATIONS



Garfield Public Schools

Aligned to the 20__ New Jersey Student Learning Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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Unit Overview
Content Area: ELA
Unit Title: Coming of Age: Romeo and Juliet
Target Course/Grade Level: Grade 9
Duration: Week 16-Week 20
Description: This unit will focus on developing allegorical understandings of texts. Specifically, students will focus on the journey characters take as they grow. One must let go of one's childhood in order to fully come of age. Losing one's innocence can force an individual to come of age. Students will also reflect on the transition to high school and how high school becomes the foundation for postsecondary education (one-, two-, or four-year college) and careers.
Enduring Understandings
<ul style="list-style-type: none">• Conflicts with authority• Peer pressure• Dangers of drugs/alcohol• Desire for acceptance• Emerging sexuality• Finding one's voice• Fostering friendships



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- Emotional, social, academic success
- Changing responsibilities
- Mortality vs. Infallibility
- Loss of innocence
- HS is the preparation for college and/or career
- Universal experiences with coming of age
- Cultural differences that exist within this time frame of an individual's life
- Social and environmental factors that impact the period of growth
- Close reading skills to analyze the coming of age experience across texts
- Identifying allegorical and thematic elements within the texts
- Make connections to previous units, like The Hero's Journey
- Develop short- and long-term goals that foster skills for college- and- career-readiness..

Learning Targets

New Jersey Student Learning Standards & Practices

NJ: 2016 SLS: English Language Arts

RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and

Interdisciplinary New Jersey Student Learning Standards

Career Readiness, Life Literacy and Key Skills

9.4.12.CI.1

Social Studies:

6.1.12.HistorySE.2.a

SEL Competencies

Self-awareness

Self-management

Social awareness

Career Readiness Practices:

Act as a responsible and contributing citizen and employee.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.



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manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

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.

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).

W.9-10.1a. 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.

W.9-10.1b. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9-10.1c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1d. 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.

W.9-10.1e. Provide a concluding paragraph or section that supports the argument presented.

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.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command

Plan education and career paths aligned to personal goals.

Use technology to enhance productivity.

Technology Standards:

• 8.2.12.ED.1: 8.2.12.ED.2: 8.2.12.ED.3: 8.2.12.ED.4: 8.2.12.ED.5:

8.2.12.ED.6: 8.2.12.ITH.1: 8.2.12.ITH.2: 8.2.12.ITH.3: 8.2.12.NT.1:

8.2.12.NT.2: 8.2.12.ETW.1: 8.2.12.ETW.2: 8.2.12.ETW.3: 8.2.12.EC.1:

8.2.12.EC.2: 8.2.12.EC.3: 8.2.12.ETW.4:



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of Language standards 1–3 up to and including grades 9–10 on page 55.)
W.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SL.9-10.1a. 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.
SL.9-10.1d. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.

Essential Questions

- What does it mean to come of age?
- How does the transformation begin? Happen?
- Who experiences coming of age sooner than others? Why?
- What catalysts can begin the coming of age process?
- Where can the coming of age experience be most visible?
- When does the coming of age process begin?
- How does HS assist in your personal “coming of age?”
- How will you use HS to make decisions for postsecondary education and careers?

Student Learning Objectives

Students will...

- Be able to decipher the author's craft through close reading
- Be able to evaluate literature pertinent to the concept of coming of age
- Be able to predict outcomes by synthesizing patterns across texts
- Be able to determine universal themes in texts, as well as elements of characterization based on their understanding of the the concept of coming of age and apply to personal experiences



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- Be able to support with textual evidence the connection between the mentor text, Romeo and Juliet, with any, and all, of the supporting texts, both in writing and orally (through book clubs/small group discussions)

Suggested Activities

- Scavenger Hunt for High School Success
- Personal “coming of age” narrative, modeling hero’s journey archetype and utilizes other archetypes
- Reading circles
- Independent reading choice (protagonist must be teenager)
- Cultural breakfast project reflective of self-identity

Materials

Films:

(Sarajevo’s Romeo and Juliet)

(for iambic pentameter)

Zefferelli’s Romeo and Juliet

Luhrman’s Romeo and Juliet

West Side Story

Gnomeo and Juliet

Warm Bodies

Stand by Me

The Fault in Our Stars

<https://www.nytimes.com/2016/1...>

<https://www.nytimes.com/2016/1...>

<http://xbw1.pds.org/groups/sha...>

Resources: Utilizing technology: one to one use of computers:

IXL

Newsela PRO

SRI to assess lexile level

Texts:

- Mentor Text: Romeo and Juliet
- Supporting Texts:
 - Speak
 - A Long Way Gone
 - Night (Holocaust)
 - Forest of Hands and Teeth
 - We Were Here
 - Maze Runner
 - Hunger Games
 - Joy Luck Club (Asian American/Pacific Islanders)



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- House on Mango Street
 - That Was Then, This is Now? (Outsiders sequel)
 - Slam
 - Monster (Amistad)
 - Eleanor and Park
 - The Sun is Also a Star
 - All the Bright Places
 - Divergent
 - The Fault in Our Stars
 - Matched
 - Ender's Game
 - Legend
 - Lord of the Flies
 - Christmas Carol*
 - Everything Will Be Okay
 - Ocean at the End of the Lane
 - Warm Bodies
 - Walk About
 - American Born Chinese (Graphic Novels) *(Asian American/Pacific Islanders)
 - True Grit
 - I Know Why the Caged Bird Sings (Amistad)
 - The Color Purple (Amistad)
 - Purple Hibiscus
 - Push
 - Boys in the Hood
 - Finding Forrester (Amistad)
- *Available on Open eBook app

Assessments

Formative:

- **Weekly vocab quizzes**
- **Daily Do-Nows (Journal Entries)**
- **Exit Slips**
- **Concept Maps**
- **Pop Quizzes**

Summative:

- **Final Project**



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- *Final Paper*
- *Final Presentation*
- *Benchmark/Final Unit Test*

Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

MODIFICATIONS



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Unit Overview	
Content Area: ELA	
Unit Title: Novel Study	
Target Course/Grade Level: Grade 9	
Duration: Week 21-Week 38	
Description: Throughout the course of the year the students read multiple novels. These texts will provide the vehicle to implement the following standards into instruction: RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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; provide an objective summary of the text. 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. In addition, skills identified as necessary for state identified standardized assessments will be embedded in instruction	
Enduring Understandings	
<ul style="list-style-type: none">• Supporting analysis through textual evidence• Identify the development of theme or central idea with a novel• Analyze how complex characters develop over the course of a text• 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.	



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- 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 such effects as mystery, tension, or surprise.
- 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.

Learning Targets

New Jersey Student Learning Standards & Practices

NJ: 2016 SLS: English Language Arts

RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

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.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level

Interdisciplinary New Jersey Student Learning Standards

Social Studies:

6.1.12.HistorySE.2.a

Career Readiness, Life Literacy, & Key Skills

9.4.12.CI.1

SEL Competencies

Self-awareness

Self-management

Social awareness

Career Ready Practices

Act as a responsible and contributing citizen and employee.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

Employ valid and reliable research strategies.

Plan education and career paths aligned to personal goals.

Use technology to enhance productivity.

Work productively in teams while using cultural global competence.

Technology Standards:

• 8.2.12.ED.1: 8.2.12.ED.2: 8.2.12.ED.3: 8.2.12.ED.4: 8.2.12.ED.5:

8.2.12.ED.6: 8.2.12.ITH.1: 8.2.12.ITH.2: 8.2.12.ITH.3: 8.2.12.NT.1:

8.2.12.NT.2: 8.2.12.ETW.1: 8.2.12.ETW.2: 8.2.12.ETW.3: 8.2.12.EC.1:

8.2.12.EC.2: 8.2.12.EC.3: 8.2.12.ETW.4:



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text-complexity (see Appendix A) or above with scaffolding as needed.

W.9-10.2.a. 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.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.9.a. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

Essential Questions

- How does citing strong and thorough textual evidence support analysis of what the text says explicitly as well as inferences drawn from the text?
- How does determining a theme or central idea of a text and analyzing it in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text?
- How do 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?
- How does determining 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?
- How does analyzing how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise?
- How does analyzing 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?
- How does analyzing the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment?
- How does analyzing how an author draws on and transforms source material in a specific work?

Student Learning Objectives

Students will...

- Through the written and spoken word cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determining a theme or central idea of a text and analyzing it in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Identify 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.
- 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?



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- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.
- 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.
- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- Analyze how an author draws on and transforms source material in a specific work.
- Transfer skills from this unit and apply to standardized testing

Suggested Activities

- Complete graphic organizers.
- Write Essay
- Complete Study questions
- Students will be required to complete independent reading from an assigned list each marking period
- Research Activities will be integrated throughout the curriculum

Materials

Turnitin.com
Lap Tops
McDougal Literature anthology
Classzone.com
MLA Format
Media Center
Digital editions of the newspaper
Study Island
Classroom libraries for independent reading
Resources: Utilizing technology: one to one use of computers:
IXL
Newsela PRO
SRI to assess lexile level

Assessments



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Formative:

- *Weekly vocab quizzes*
- *Daily Do-Nows (Journal Entries)*
- *Exit Slips*
- *Concept Maps*
- *Pop Quizzes*

Summative:

- *Final Project*
- *Final Paper*
- *Final Presentation*
- *Benchmark/Final Unit Test*

Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504



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Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

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Unit Overview	
Content Area: ELA	
Unit Title: Drama Study	
Target Course/Grade Level: Grade 9	
Duration: Week 20-Week 24	
Description: Throughout the course of the year the students read multiple at least two Shakespearean plays. These texts will provide the vehicle to implement the following standards into instruction.	
Enduring Understandings	
<ul style="list-style-type: none">• Analyze the difference in structure between prose and plays• Supporting analysis through textual evidence• Identify the development of theme or central idea within a drama• Analyze how complex characters develop over the course of a text• Identify allusions and analyze their purpose in the text• Analyze how the Hero's Journey applies to dramas• Analyze Shakespeare's use of language, including figurative elements• 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.• 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 such effects as mystery, tension, or surprise.• 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.	
Learning Targets	
New Jersey Student Learning Standards & Practices NJ: 2016 SLS: English Language Arts RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text,	Interdisciplinary New Jersey Student Learning Standards Social Studies: 6.1.12.CivicsDP.6.a Career Readiness, Life Literacy & Key Skills: 9.4.12.GCA.1



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including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

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.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

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).

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.

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

9.4.12.CI.1

SEL Competencies:

Self-awareness

Self-management

Social awareness

Career Ready Practices

Act as a responsible and contributing citizen and employee.

Communicate clearly and effectively and with reason.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

Use technology to enhance productivity.

Work productively in teams while using cultural global competence..

Technology Standards:

• 8.2.12.ED.1: 8.2.12.ED.2: 8.2.12.ED.3: 8.2.12.ED.4: 8.2.12.ED.5:

8.2.12.ED.6: 8.2.12.ITH.1: 8.2.12.ITH.2: 8.2.12.ITH.3: 8.2.12.NT.1:

8.2.12.NT.2: 8.2.12.ETW.1: 8.2.12.ETW.2: 8.2.12.ETW.3: 8.2.12.EC.1:

8.2.12.EC.2: 8.2.12.EC.3: 8.2.12.ETW.4:



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RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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.

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.

Essential Questions

- What makes these texts works of Drama?
- How does citing strong and thorough textual evidence support analysis of what the text says explicitly as well as inferences drawn from the text?
- How does determining a theme or central idea of a text and analyzing it in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text?
- How do 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?
- How does determining 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?
- How does analyzing how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise?
- How does analyzing 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?
- How does analyzing the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment?
- How does analyzing how an author draws on and transforms source material in a specific work?

Student Learning Objectives

Students will...



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- Through the written and spoken word cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determining a theme or central idea of a text and analyzing it in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Identify 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.
- 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?
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- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- Analyze how an author draws on and transforms source material in a specific work.
- Transfer skills from this unit and apply to standardized testing

Suggested Activities

- Complete graphic organizers.
- Write Essay
- Complete Study questions
- Students will be required to complete independent from an assigned list each marking period
- Research Activities will be integrated throughout the curriculum

Texts may include but are not limited to:

Romeo and Juliet
The Taming of the Shrew
Twelfth Night
The Miracle Worker
Visit to a Small Planet

Materials

Turnitin.com
Lap Tops
McDougal Literature anthology
Classzone.com
MLA Format
Media Center
Digital editions of the newspaper



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Study Island

Resources: Utilizing technology: one to one use of computers:

IXL

Newsela PRO

SRI to assess lexile level

Assessments

Formative:

- *Weekly vocab quizzes*
- *Daily Do-Nows (Journal Entries)*
- *Exit Slips*
- *Concept Maps*
- *Pop Quizzes*

Summative:

- *Final Project*
- *Final Paper*
- *Final Presentation*
- *Benchmark/Final Unit Test*

Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
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Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

MODIFICATIONS



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Unit Overview	
Content Area: ELA	
Unit Title: Poetry	
Target Course/Grade Level: Grade 9	
Duration: Week 24- Week 30	
Description: Knowledge of basic poetry is important to this English class. Once students understand poetry and its elements, they can connect the meanings to their own lives and create their own poetry as a form of self-expression. First, poetic devices are introduced to the students. They define them in small groups and then discuss them as a group. Selected poetry is read together as a class and the students interpret and analyze them together. After quizzes are taken on the poetry students must be able to use all their learned skills in creating their own poetry. They write an original poem using at least three of the poetic devices that have already been taught. They will see how important it is to use these techniques to make any type of writing better. This will help with standardized tests in the coming years. Students also analyze poems.	
Enduring Understandings	
<ul style="list-style-type: none"> • Supporting analysis through textual evidence • Identify the development of theme or central idea with a novel • Analyze how complex characters develop over the course of a text • 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. • 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 such effects as mystery, tension, or surprise. • 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. 	
Learning Targets	
New Jersey Student Learning Standards & Practices NJ: 2016 SLS: English Language Arts RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text. RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Interdisciplinary New Jersey Student Learning Standards 7.1.NH.IPRET.8 7.1.NH.IPERS.6 Career Readiness, life literacy, and key skills; 9.4.12.CI.1 SEL Competencies:



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RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

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.

Self-awareness
Self-management
Social awareness

Career Ready Practices

Apply appropriate academic and technical skills.
Consider the environmental, social and economic impacts of decisions.
Demonstrate creativity and innovation.
Employ valid and reliable research strategies.
Plan education and career paths aligned to personal goals.
Use technology to enhance productivity.

Technology Standards:

• 8.2.12.ED.1: 8.2.12.ED.2: 8.2.12.ED.3: 8.2.12.ED.4: 8.2.12.ED.5:
8.2.12.ED.6: 8.2.12.ITH.1: 8.2.12.ITH.2: 8.2.12.ITH.3: 8.2.12.NT.1:
8.2.12.NT.2: 8.2.12.ETW.1: 8.2.12.ETW.2: 8.2.12.ETW.3: 8.2.12.EC.1:
8.2.12.EC.2: 8.2.12.EC.3: 8.2.12.ETW.4:

Essential Questions

- What makes these texts Poetry?
- How does citing strong and thorough textual evidence support analysis of what the text says explicitly as well as inferences drawn from the text?
- How does determining a theme or central idea of a text and analyzing it in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text?
- How do 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?
- How does determining 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?
- How does analyzing how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise?
- How does analyzing 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?
- How does analyzing the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment?
- How does analyzing how an author draws on and transforms source material in a specific work?



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Student Learning Objectives

Students will...

Through the written and spoken word cite strong and thorough textual evidence support analysis of what the text says explicitly as well as inferences drawn from the text.

- Determine theme or central idea of a text and analyzing it in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Identify 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.
- 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?
- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.
- Analyze a particular point of view or cultural experience reflected in a work of poetry from outside the United States, drawing on a wide reading of world literature.
- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- Analyze how an author draws on and transforms source material in a specific work.
- Transfer skills from this unit and apply to standardized testing

Suggested Activities

- Complete graphic organizers.
 - Use the writing process to compose essays
 - Complete Study questions
 - Students will be required to complete independent reading from an assigned list each marking period
 - Research Activities will be integrated throughout the curriculum.
- Texts may include but are not limited to:
- The Odyssey
 - Selections based on teacher's discretion.

Materials

Turnitin.com
Lap Tops
McDougal Literature anthology
Classzone.com
MLA Format
Media Center
Digital editions of the newspaper



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Resources: Utilizing technology: one to one use of computers:

IXL

Newsela PRO

SRI to assess lexile level

Assessments

Formative:

- *Weekly vocab quizzes*
- *Daily Do-Nows (Journal Entries)*
- *Exit Slips*
- *Concept Maps*
- *Pop Quizzes*

Summative:

- *Final Project*
- *Final Paper*
- *Final Presentation*
- *Benchmark/Final Unit Test*

Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
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Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

MODIFICATIONS



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Unit Overview	
Content Area: ELA	
Unit Title: Informational Text	
Target Course/Grade Level: Grade 9	
Duration: Week 30- Week 38	
Description: Use various platforms to read informational text and respond to them using persuasive, expository, and narrative writing strategies. Students will compare and contrast information gathered from different sources and be able to use evidence as to whether the sources are credible and trustworthy/reliable. Use point of view to look for bias in writing.	
Enduring Understandings	
<ul style="list-style-type: none"> Persuasive Writing Expository Writing Narrative Writing Determine the meaning of words and phrases as they are used in a text Analyze in detail how an author's ideas or claims are developed and refined Determine an author's point of view or purpose in a text 	
Learning Targets	
New Jersey Student Learning Standards & Practices NJ: 2016 SLS: English Language Arts NJSLS.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. NJSLS.RI.9-10.2 : Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. NJSLS.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.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	Interdisciplinary New Jersey Student Learning Standards S.IC.B.6 7.1.NH.IPERS.6 Career Readiness, Life Literacy & Key Skills 9.4.12.CI.1 SEL Competencies: Self-awareness Self-management Social awareness Career Ready Practices Act as a responsible and contributing citizen and employee. Apply appropriate academic and technical skills.



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RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.10. 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.

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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.

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.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Work productively in teams while using cultural global competence.

Technology Standards:

• 8.2.12.ED.1: 8.2.12.ED.2: 8.2.12.ED.3: 8.2.12.ED.4: 8.2.12.ED.5:

8.2.12.ED.6: 8.2.12.ITH.1: 8.2.12.ITH.2: 8.2.12.ITH.3: 8.2.12.NT.1:

8.2.12.NT.2: 8.2.12.ETW.1: 8.2.12.ETW.2: 8.2.12.ETW.3: 8.2.12.EC.1:

8.2.12.EC.2: 8.2.12.EC.3: 8.2.12.ETW.4:

Essential Questions

- What makes these texts Informational?
- How does citing strong and thorough textual evidence support analysis of what the text says explicitly as well as inferences drawn from the text?
- How does determining a theme or central idea of a text and analyzing it in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text?
- How do 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?
- How does determining 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?
- How does analyzing how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise?
- How does analyzing 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?



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- How does analyzing the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment?
- How does analyzing how an author draws on and transforms source material in a specific work?

Student Learning Objectives

Students will...

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- 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).
- 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).
- to advance that point of view or purpose
- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- 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.
- Analyze seminal U.S. 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"), including how they address related themes and concepts.
- By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Suggested Activities

- Complete graphic organizers.
- Write Essay
- Complete Study questions
- Research informational texts that reinforce cross-curricular connections between Literary and Informational readings
- Students will be required to complete independent reading from an assigned list each marking period
- Research Activities will be integrated throughout the curriculum

Texts will include but not limited to:

The Lost Boys (Amistad)

I Have a Dream Speech (Amistad)

Letter From a Birmingham Jail (Amistad)

By Any Means Necessary

The Ballot or The Bullet (Amistad)

Climate Change articles on NewsELA: For example- (Climate Change) in Northwest



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<https://newsela.com/read/govt-EPA-climate-northwest/id/28413/>

Newspaper/Magazines Articles
Academic Journal Articles
Biographical Art

Materials

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McDougal Literature anthology
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Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
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MODIFICATIONS



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