Shepard Preparatory High School

English 9-10
Curriculum

Style and Structure of Writing	
Timeframe	September through mid-November (10-12 weeks)
Unit Overview	Students will practice how to write effectively. They will use grammar review, the writing process, study the elements of effective writing and learn how to evaluate writing.
Essential Questions	• How do writers work within a community of other writers? • How can your word choice and sentence structure affect the power of your writing? • What elements provide structure within a paragraph and a composition?
Unit Focus	• Six traits of good writing (Ideas, organization, voice, word choice, sentence fluency, conventions) • Writing purposes, organizational patterns, and common transitions in writing • Power of language/conventions • Writing in the 21st century – appropriate to situation, uses technology, applies creative and critical thinking and problem solving skills • Writing process: Prewriting, drafting, revising, editing and publishing • Developing style and voice (word choice and sentence structure) • Structure of writing (Paragraphs and compositions – narrative, descriptive, expository, and persuasive formats) • Climate Change Example: Students may use relevant scientific and related informational texts to research the local effects of climate change on the local economy. • Climate Change Example: Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. • Climate Change Example: Students may use multiple forms of digital media to explain why distribution and sustainability of natural resources might be a source of conflict in the United States and in other nations
Interdisciplinary Connections	Social Studies • RH.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. 21st Century Life Skills and Careers • CRP11 Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence

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Common Assessments	• Pre- Assessment: Students demonstrate prior knowledge of how structure and technique contribute to the overall meaning of a text (analyzing articles, expository prompts) • On-going Formative Assessments: Students demonstrate understanding of how structure and technique contribute to the overall meaning of a text and how the individual elements of a text interrelate. (On demand timed writings, writing across the curriculum, text analyses) • End of Unit Assessment: Students demonstrate knowledge and usage of the 6 traits of writing. (narrative, descriptive, expository, and persuasive essays)

Materials

Common Materials	Supplemental Materials
Writing With Power Grade 9 Textbook *Writing With Power Grade 10 Textbook*	Writing With Power Grammar, Mechanics and Usage Workbook Writing With Power Composition Skills Practice Workbook Collections (Literary Text) Teacher created writing prompts/quizzes/tests/rubrics Fiction Cycle of the Werewolf -Stephen King, Othello, Macbeth, Romeo and Juliette, The Tempest, Julius Caesar, or other by Shakespeare, Night Elie Wiesel, House on Mango Street by Sandra Cisneros, Raisin in the Sun by Lorrain Hansberry, Warriors Don't Cry by Melba Pattillo Beals, Lord of the Flies by William Golding, Dracula by Bram Stoker, Frankenstein by Mary Shelley, The Crucible by Arthur Miller, Fences by August Wilson, Biloxi Blues by Neil Simon and other novels and plays Non-Fiction Grammar 240 Vocabulary Words Kids Need to Know by- Linda Beech Learning Resources publisher SAT words from various teacher sharing websites Grammar Daily Practice by Performing in Education LLC Teacher created writing prompts and activities Poetry unit with Teacher created materials and internet resources

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Subject Area English/Language Arts	**Technology** *8.1: Educational Technology* *8.2: Technology Education, Engineering, Design and Computational Thinking - Programming*	**21st Century Life and Careers** *Career Ready Practices* *9.1: Personal Financial Literacy* *9.2: Career Awareness, Exploration, and Preparation*	**Interdisciplinary**
W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	**8.1** Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **8.2** Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.	CRP 2. Apply appropriate academic and technical skills. CRP 4. Communicate clearly and effectively and with reason. CRP 5. Consider the environmental, social, and economic impacts of decisions. CRP 11. Use technology to enhance productivity.	

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D. 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.
E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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 aid in comprehension.
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.
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.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.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. W.9-10.6. Use technology, including the Internet, to produce, share, 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. W.WR.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.WR.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.WR.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. A. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").			

B. Apply *grades 9–10 Reading standards* to nonfiction informational 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").
 	
W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
 	
L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 	
  A. Use parallel structure.
 	
  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.
 	
  C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 	
  D. Use a colon to introduce a list or quotation.
 	
Recognize spelling conventions.			

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L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

Differentiation

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment/Honors

Accommodations for Classroom:
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments
Model skills / techniques to be mastered
Extended time to complete class work
Student-directed learning/ independent studies when appropriate

Accommodations for Homework and Assignments:
Extended time to complete assignments
Provide the student with clearly stated (written) expectations and grading criteria for assignments

Accommodations for Assessments:
Extended time on classroom assessments

Further Modifications for General Curriculum students:
Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.

Use of higher level questioning techniques
Provide assessments that require higher level thinking
Increased production of writing assignments
Varying time requirements to complete assignments
Independent studies at teacher/admin discretion
Extension activities

Further Modifications for Honors Students
Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher

Activities

Essential Question Activity (A)
Definitions of Literary Terms (A)
Textbook questions (A)
Class discussions (A)
Lecture (A)
Library research – biographical information on Authors (A)
Chapter Focus Questions (A)
Bookmarks to mark passages with "sticky notes" for discussion (A)
Film (A)
Jigsaw – discussion questions (M)
Journal writing (M)
RAFT writing assignment (M)
Writing Activities – Epitaph and Obituary (M)
Irony in "real life" (T)
Revise writing based on teacher conferencing and feedback (T)
Effective use of literary devices in original writing (T)
Research paper with all steps

Reading and Analyzing Narrative Fiction	
Timeframe	September through mid-November (10-12 weeks)
Unit Overview	Students will practice, read and analyze at least one long work of narrative fiction. Students will practice their skills with short pieces that reinforce skills.
Essential Questions	- How does analysis provide insight into character complexities both in literature and in real life? – - What benefit does critical examination and consideration have on understanding and interpreting text for message, purpose and meaning? - In what ways does narration affect narrative text?
Unit Focus	- Analyze the text for inferred and literal meanings - Make personal connections, make connections to other texts, and/or make global connections when relevant - Identify explicit and implicit textual evidence - Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience - Determine a theme and central idea - Analyze how details develop the theme/central idea - Formulate an objective (free of personal bias) summary of the text - Determine how the theme/central idea emerges and is refined or strengthened by key details - Identify multiple/conflicting character motivations - Analyze character interactions as they develop plot - Evaluate simple and complex relationships and/or events on plot development
Interdisciplinary Connections	Social Studies - RH.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. 21st Century Life Skills and Careers - CRP11 Use technology to enhance productivity. - CRP12. Work productively in teams while using cultural global competence

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Common Assessments	- Pre- Assessment: Students demonstrate prior knowledge of how structure and technique contribute to the overall meaning of a text (analyzing articles, expository prompts) - On-going Formative Assessments: Students demonstrate understanding of how structure and technique contribute to the overall meaning of a text and how the individual elements of a text interrelate. (On demand timed writings, writing across the curriculum, text analyses) - End of Unit Assessment: Students demonstrate knowledge and usage of the 6 traits of writing. (narrative, descriptive, expository, and persuasive essays)

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Materials

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Common Materials	Supplemental Materials
Collections Grade 9 Textbook *Collections Grade 10 Textbook*	Writing With Power Grammar, Mechanics and Usage Workbook Writing With Power Composition Skills Practice Workbook Collections (Literary Text) Teacher created writing prompts/quizzes/tests/rubrics Fiction Cycle of the Werewolf -Stephen King, Othello, Macbeth, Romeo and Juliette, The Tempest, Julius Caesar, or other by Shakespeare, Night Elie Wiesel, House on Mango Street by Sandra Cisneros, Raisin in the Sun by Lorrain Hansberry, Warriors Don't Cry by Melba Pattillo Beals, Lord of the Flies by William Golding, Dracula by Bram Stoker, Frankenstein by Mary Shelley, The Crucible by Arthur Miller, Fences by August Wilson, Biloxi Blues by Neil Simon and other novels and plays Non-Fiction Grammar 240 Vocabulary Words Kids Need to Know by- Linda Beech Learning Resources publisher SAT words from various teacher sharing websites Grammar Daily Practice by Performing in Education LLC Teacher created writing prompts and activities Poetry unit with Teacher created materials and internet resources

New Jersey Student Learning Standards (NJSLS)			
Subject Area English/Language Arts	**Technology** *8.1: Educational Technology* *8.2: Technology Education, Engineering, Design and Computational Thinking - Programming*	**21st Century Life and Careers** *Career Ready Practices* *9.1: Personal Financial Literacy* *9.2: Career Awareness, Exploration, and Preparation*	**Interdisciplinary**
RL.CR.9-10.1. Cite a range of thorough textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include 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.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. RI.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout the text, including how an idea or series of ideas or events develop, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them.	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	CRP 2. Apply appropriate academic and technical skills. CRP 4. Communicate clearly and effectively and with reason. CRP 5. Consider the environmental, social, and economic impacts of decisions. CRP 11. Use technology to enhance productivity.	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).

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RI.TS.9-10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). 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.PP.9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. RL.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively). RL.CT.9-10.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material of historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts. RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above. L.VI.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.			

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B. Analyze nuances in the meaning of words with similar denotations. 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; how the language of a court opinion differs from that of a newspaper).			

Differentiation

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment/Honors
Accommodations for Classroom: Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered Extended time to complete class work Student-directed learning/ independent studies when appropriate **Accommodations for Homework and Assignments**: Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments **Accommodations for Assessments:** Extended time on classroom assessments **Further Modifications for General Curriculum students:** Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.	Use of higher level questioning techniques Provide assessments that require higher level thinking Increased production of writing assignments Varying time requirements to complete assignments Independent studies at teacher/admin discretion Extension activities **Further Modifications for Honors Students** Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher

Activities

Literature: Short stories:
Poetry: Teacher choice
Novel: Teacher choice
  Essential Question Activity (A)
Definitions of Literary Terms (A)
Independent and group reading (A)
Textbook questions (A)
Lecture (A)
Library research – biographical information on Authors (A)
Chapter Focus Questions (A)
Bookmarks to mark passages with "sticky notes" for discussion (A)
Jigsaw – discussion questions (M)
Journal writing (M)
Map of Setting - Close reading activity (M)
RAFT writing assignment (M)
Close reading to mark passages for discussion (M)
Student led discussions referencing completed bookmarks and marked passages (M)
Writing Activities – Epitaph and Obituary (M) Mock Trial preparation (graphic organizer, police statement, application of EQs to specific character/conflict) (M)
  Irony in "real life" (T)
Mock Trial Presentation (T)
Revise writing based on teacher conferencing and feedback (T)
Effective use of literary devices in original writing (T)
Definitions of Vocabulary Terms (A)
Comprehension questions (A)
Class discussions – Think, Pair, Share (A)
Library research –
Guided reading questions (A)
Film and discussion (A)
Writing Activities – Epilogue (M)
Passage Revision - grammar (M)
Character analyses (M)
Dreams writing assignment (M)
Structural observation of the text (M)
Theme analysis (M)
Literary Device Hunt (T)
Vocabulary Bingo (T)
Close passage readings and analysis (T)
Dreams writing (T)
Unit test (T)
Creative assessment – epilogue, soundtrack, movie poster (T)
Writing assessment - justification analysis (T)
Small writing task - film comparison (T)

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	Writing Research papers
Timeframe	mid-November through January (10-12 weeks)
Unit Overview	Students will write a research paper. They will focus on good research practices, writing, citation and formatting.
Essential Questions	- How can I find reputable resources? - How do I use the MLA style to write a research paper? - How do I store and organize information? - How can I write a thesis statement?
Unit Focus	- Six traits of good writing (Ideas, organization, voice, word choice, sentence fluency, conventions) - Writing purposes, organizational patterns, and common transitions in writing - Power of language/conventions - Writing in the 21st century – appropriate to situation, uses technology, applies creative and critical thinking and problem solving skills - Writing process: Prewriting, drafting, revising, editing and publishing - Developing style and voice (word choice and sentence structure) - Structure of writing (Paragraphs and compositions – narrative, descriptive, expository, and persuasive formats)
Interdisciplinary Connections	Social Studies - RH.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. 21st Century Life Skills and Careers - CRP11 Use technology to enhance productivity. - CRP12. Work productively in teams while using cultural global competence

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Common Assessments	- Pre- Assessment: Students demonstrate prior knowledge of how structure and technique contribute to the overall meaning of a text (analyzing articles, expository prompts) - On-going Formative Assessments: Students demonstrate understanding of how structure and technique contribute to the overall meaning of a text and how the individual elements of a text interrelate. (On demand timed writings, writing across the curriculum, text analyses) - End of Unit Assessment: Students demonstrate knowledge and usage of the 6 traits of writing. (narrative, descriptive, expository, and persuasive essays)

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New Jersey Student Learning Standards (NJSLS)

Subject Area	Technology	21st Century Life and Careers	Interdisciplinary

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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.
 	
W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 	
W.WR.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 	
W.WR.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.WR.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
 	
  C. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").
 	
  D. Apply *grades 9–10 Reading standards* to nonfiction informational 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
	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
	
	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational
		CRP 2. Apply appropriate academic and technical skills.
		
		CRP 4. Communicate clearly and effectively and with reason.
		
		CRP 5. Consider the environmental, social, and economic impacts of decisions.
		
		CRP 11. Use technology to enhance productivity.	

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sufficient; identify false statements and fallacious reasoning")

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.
  A. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").
  B. Apply *grades 9–10 Reading standards* to nonfiction informational 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"). | thinking and the designed world as they relate to the individual, global society, and the environment. |

Differentiation

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment
Modifications for Classroom: Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered Extended time to complete class work Student-directed learning/ independent studies when appropriate **Modifications for Homework and Assignments**: Extended time to complete assignments	

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Provide the student with clearly stated (written) expectations and grading criteria for assignments

Modifications for Assessments:
Extended time on classroom assessments

Further Modifications for General Curriculum students:
Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.

Activities

Essential Question Activity (A)
Definitions of Literary Terms (A)
Definitions of Vocabulary Terms (A)
Class discussions – Think, Pair, Share (A)
Lecture (A)
Library research –
Research Paper-steps

1. Topic choice
2. Develop compelling questions
3. Thesis statements
4. Research
5. Create work cited/ source cards
6. Outline or fact cards
7. Rough draft
8. Peer revision/ editing
9. Work cited page
10. Finished paper

Journal writing (M)
Writing Activities –
Passage Revision - grammar (M)
Unit test (T)
Creative assessment –
Writing assessment - justification analysis (T)
Small writing task -

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Reading and Analyzing Non-Fiction	
Timeframe	mid-November through January (10-12 weeks)
Unit Overview	Students will practice, read and analyze at least one long work of nonfiction . Students will practice their skills with short pieces that reinforce skills.
Essential Questions	• Is knowledge the same as understanding? • How do we understand what we read? • How do personal experiences shape identity? • How do writers convey purpose, position, and meaning in their work?
Unit Focus	• Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding. • Authors write with different purposes in mind. • People rely on a variety of resources to obtain information. • Written communication and proper grammar mechanics promote fluency of communication; writing is a multi-stage process; writing is a reflective process. • Listening skills are critical for learning and understanding. • • Bias is often implicit and apparent only after study of author background and experience.

Interdisciplinary Connections	Social Studies
	    ● RH.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
	21st Century Life Skills and Careers
	    • CRP11 Use technology to enhance productivity.
	    • CRP12. Work productively in teams while using cultural global competence

English 9-10

Common Assessments	- Pre- Assessment: Students demonstrate prior knowledge of how structure and technique contribute to the overall meaning of a text (analyzing articles, expository prompts) - On-going Formative Assessments: Students demonstrate understanding of how structure and technique contribute to the overall meaning of a text and how the individual elements of a text interrelate. (On demand timed writings, writing across the curriculum, text analyses) - End of Unit Assessment: Students demonstrate knowledge and usage of the 6 traits of writing. (narrative, descriptive, expository, and persuasive essays)

Materials

Common Materials	Supplemental Materials
Collections Grade 9 Textbook *Collections Grade 10 Textbook*	Collections Workbook Teacher created materials/quizzes/tests **** See Appendix A for sample texts available and appropriate for grade level

New Jersey Student Learning Standards (NJSLS)

Subject Area English/Language Arts	Technology *8.1: Educational Technology* *8.2: Technology Education, Engineering, Design and Computational Thinking - Programming*	21st Century Life and Careers *Career Ready Practices* *9.1: Personal Financial Literacy* *9.2: Career Awareness, Exploration, and Preparation*	Interdisciplinary
RI.CR.9-10.1. Cite a range of thorough textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of	**8.1** Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	CRP 2. Apply appropriate academic and technical skills. CRP 4. Communicate clearly and effectively and with reason.	RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life

a text, including how it emerges and is shaped by specific details; provide an objective summary of the text. RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped 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. 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). RI.PP.9-10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose. RI.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. RI.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.	**8.2** Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	CRP 5. Consider the environmental, social, and economic impacts of decisions. CRP 11. Use technology to enhance productivity.	story in both print and multimedia), determining which details are emphasized in each account. RI.9-10.8. Describe 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 reasoning. 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

English 9-10

By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
 	
L.VI.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
  A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  B. Analyze nuances in the meaning of words with similar denotations.
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; how the language of a court opinion differs from that of a newspaper).
			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.

Differentiation

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment
Modifications for Classroom: Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered Extended time to complete class work Student-directed learning/ independent studies when appropriate **Modifications for Homework and Assignments**: Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments **Modifications for Assessments:** Extended time on classroom assessments **Further Modifications for General Curriculum students:** Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.	

English 9-10

Activities
Essential Question Activity (A) Lecture – Characteristics of Non-Fiction vs. Fiction (A) Lecture – MLA Format (A) Suggested Databases & Resources (A) Evaluating Sources: CRAAP Method (A) Source Card samples (A) Tips for contacting experts/communicating in the real world (A) Evaluating Sources Checklist (M) I-Search Outline (M) Definitions of Literary Terms (A) Independent and group reading (A) Textbook questions (A) Lecture (A) Library research – biographical information on Authors (A) Chapter Focus Questions (A) Bookmarks to mark passages with "sticky notes" for discussion (A) Jigsaw – discussion questions (M) Journal writing (M) Map of Setting - Close reading activity (M) RAFT writing assignment (M) Close reading to mark passages for discussion (M) Student led discussions referencing completed bookmarks and marked passages (M) Writing Activities –

Writing poetry and practice essays	
Timeframe	February through mid April (10-12 weeks)
Unit Overview	Students will learn about different forms of poetry and practice writing those forms. Students will also continue to expand their ability and skills with practice of standard essay forms. i.e. narrative, expository, persuasive, descriptive
Essential Questions	• How does communication change us?

English 9-10

	- In communicating with others, how do we use literal and figurative language to write, speak, and present effectively? - How can collaboration extend, challenge and broaden our ideas? - How does poetry contribute to our understanding of self, others, and the world? How does the use of voice empower an individual?
Unit Focus	- Readers use strategies to construct meaning. - Reading expands understanding of the world, people, and oneself; deeper understandings are the result of reflecting upon the text, which involves rereading. - Authors write with different purposes in mind. - Writing is a multi-stage process; writing is a reflective process - People communicate through words and word choice is critical to the effective conveyance of the message. - Visual materials enhance understanding
Interdisciplinary Connections	Social Studies - RH.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. 21st Century Life Skills and Careers - CRP11 Use technology to enhance productivity. - CRP12. Work productively in teams while using cultural global competence
Common Assessments	- Pre- Assessment: Students demonstrate prior knowledge of how structure and technique contribute to the overall meaning of a text (analyzing articles, expository prompts) - On-going Formative Assessments: Students demonstrate understanding of how structure and technique contribute to the overall meaning of a text and how the individual elements of a text interrelate. (On demand timed writings, writing across the curriculum, text analyses) - End of Unit Assessment: Students demonstrate knowledge and usage of the 6 traits of writing. (narrative, descriptive, expository, and persuasive essays)

English 9-10

Common Materials	Supplemental Materials
Writing With Power Grade 9 Textbook *Writing With Power Grade 10 Textbook*	Writing With Power Grammar, Mechanics and Usage Workbook Writing With Power Composition Skills Practice Workbook Collections (Literary Text) Teacher created writing prompts/quizzes/tests/rubrics Fiction Cycle of the Werewolf -Stephen King, Othello, Macbeth, Romeo and Juliette, The Tempest, Julius Caesar, or other by Shakespeare, Night Elie Wiesel, House on Mango Street by Sandra Cisneros, Raisin in the Sun by Lorrain Hansberry, Warriors Don't Cry by Melba Pattillo Beals, Lord of the Flies by William Golding, Dracula by Bram Stoker, Frankenstein by Mary Shelley, The Crucible by Arthur Miller, Fences by August Wilson, Biloxi Blues by Neil Simon and other novels and plays Non-Fiction Grammar 240 Vocabulary Words Kids Need to Know by- Linda Beech Learning Resources publisher SAT words from various teacher sharing websites Grammar Daily Practice by Performing in Education LLC Teacher created writing prompts and activities Poetry unit with Teacher created materials and internet resources

New Jersey Student Learning Standards (NJSLS)

Subject Area	Technology	21st Century Life and Careers	Interdisciplinary
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.	**8.1** Educational Technology: All students will use digital	CRP 2. Apply appropriate academic and technical skills. CRP 4. Communicate clearly and effectively and with reason.	

English 9-10

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 	
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.
  C. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").
  D. Apply *grades 9–10 Reading standards* to nonfiction informational 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").
	tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
	
	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
		CRP 5. Consider the environmental, social, and economic impacts of decisions.
		
		CRP 11. Use technology to enhance productivity.	

English 9-10

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment
Modifications for Classroom: Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered Extended time to complete class work Student-directed learning/ independent studies when appropriate **Modifications for Homework and Assignments**: Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments **Modifications for Assessments:** Extended time on classroom assessments **Further Modifications for General Curriculum students:** Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.	

Activities

Poetry: To A Mouse
Essential Question Activity (A)
Definitions of Literary Terms (A)
Independent and group reading (A)
Textbook questions (A)
Class discussions (A)
Lecture (A)
Library research –
Chapter Focus Questions (A)
Bookmarks to mark passages with "sticky notes" for discussion (A)

English 9-10

Journal writing (M)
Map of Setting - Close reading activity (M)
RAFT writing assignment (M)
Close reading to mark passages for discussion (M)
Student led discussions referencing completed bookmarks and marked passages (M)
Writing Activities –
Irony in "real life" (T)

Class discussions – Think, Pair, Share (A)
Guided reading questions (A)
Passage Revision - grammar (M)
Character analyses (M)
Structural observation of the text (M)
Theme analysis (M)
Close passage readings and analysis (T)
Friendship advertisement (T)
Unit test (T)
Creative assessment –
Writing assessment
Small writing task -

	Reading Plays and Poetry
Timeframe	February through mid- April (approximately 10-12 weeks)
Unit Overview	Students will practice, read and analyze at least one long play, preferably Shakespeare. Students will practice previously learned skills with short pieces that reinforce skills.

English 9-10

Essential Questions	• How do the writings of Shakespeare reveal us? Shape us? Reflect us? • What do we learn from reading and viewing Shakespeare about the power, fragility and beauty of being human? • How do the writings of Shakespeare provide us with a glimpse into the past and the present?
Unit Focus	• Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding. • Authors write with different purposes in mind. • Literature can reflect the time, ideas, and cultures it depicts. • Critical readers question the text and consider various perspectives in order to think, live, and act differently. • Speaking, listening, and viewing are fundamental processes which people use to express, to explore, and learn.

Interdisciplinary Connections	Social Studies
	  • RH.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
	21st Century Life Skills and Careers
	  • CRP11 Use technology to enhance productivity.
	  • CRP12. Work productively in teams while using cultural global competence

Materials

Common Materials	Supplemental Materials
Collections Grade 9 Textbook *Collections Grade 10 Textbook*	Writing With Power Grammar, Mechanics and Usage Workbook Writing With Power Composition Skills Practice Workbook Collections (Literary Text) Teacher created writing prompts/quizzes/tests/rubrics Fiction Cycle of the Werewolf -Stephen King, Othello, Macbeth, Romeo and Juliette, The Tempest, Julius Caesar, or other by Shakespeare, Night Elie Wiesel, House on Mango Street by Sandra Cisneros, Raisin in the Sun by Lorrain Hansberry, Warriors Don't Cry by Melba Pattillo Beals, Lord of the Flies by William Golding, Dracula by Bram Stoker, Frankenstein by Mary Shelley, The Crucible by Arthur Miller, Fences by August Wilson, Biloxi Blues by Neil Simon and other novels and plays

English 9-10

	Non-Fiction Grammar 240 Vocabulary Words Kids Need to Know by- Linda Beech Learning Resources publisher SAT words from various teacher sharing websites Grammar Daily Practice by Performing in Education LLC Teacher created writing prompts and activities Poetry unit with Teacher created materials and internet resources

New Jersey Student Learning Standards (NJSLS)			
Subject Area English/Language Arts	**Technology** *8.1: Educational Technology* *8.2: Technology Education,* *Engineering, Design and* *Computational Thinking -* *Programming*	**21st Century Life and Careers** *Career Ready Practices* *9.1: Personal Financial Literacy* *9.2: Career Awareness,* *Exploration, and Preparation*	**Interdisciplinary**
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.	**8.1** Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **8.2** Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	CRP 2. Apply appropriate academic and technical skills. CRP 4. Communicate clearly and effectively and with reason. CRP 5. Consider the environmental, social, and economic impacts of decisions. CRP 11. Use technology to enhance productivity.	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).

English 9-10

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.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.			

Differentiation

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment
Modifications for Classroom:	

English 9-10

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments
Model skills / techniques to be mastered
Extended time to complete class work
Student-directed learning/ independent studies when appropriate

Modifications for Homework and Assignments:
Extended time to complete assignments
Provide the student with clearly stated (written) expectations and grading criteria
for assignments

Modifications for Assessments:
Extended time on classroom assessments

Further Modifications for General Curriculum students:
Students on the General curriculum will have selected goals removed as per their
IEP in order to facilitate mastery of foundational skills and allow more
instructional time for re-teaching, review, and remediation. See Goals &
Objectives for specific goals and objectives for General Curriculum students.

Activities

Literature
Essential Question/Anticipatory Activities
Definitions of Literary/Key Terms
Internet scavenger hunt on life and times of William Shakespeare
Note Taking
Graphic organizers (characters, foils, choices/chance happenings)
Textbook questions
Independent and group reading
Class discussions
Biographical information on authors
Chapter Focus Questions
Graphic organizers for essay outlining
Films
Research of biographical information on subject for transfer task
Journal writing – connection between literature and students' lives
Revisit, comment and revise responses to anticipatory questions **after** reading
Writing Activities – analyzing choices/consequences in literature, application of EQ to literature, diary entries from various characters' POVs
Analysis of how a specific song reflects theme, character, conflict from play
Analysis of important quotations from novel/play
Collaborative group activities – analyzing/sharing traits of specific character, symbol, and theme from literature

English 9-10

Role Play ("what if" different choices were made)
Jigsaw – analysis of four examples of dramatic foils
Creative projects – designing Playbill cover
Teacher feedback on essay drafts
Revise writing based on teacher conferencing and feedback
Effective use of literary devices in original writing
Biographical information on authors
Chapter Focus Questions; comprehension and analysis
Graphic organizers for essay outlining
Films
Revisit, comment and revise responses to anticipatory questions after reading (based on themes)
Analysis of important quotations from novel/play
Collaborative group activities – analyzing/sharing traits of specific character, symbol, and theme from literature
Creative projects – 30 choices to trigger strengths
Close Prologue translation
Act/scene comprehension questions (optional)
Class read alouds and discussion
Act quizzes
Characterization chart
Event timeline
Literary devices
Quote identification challenge
Exploring and supporting themes
Creative project
Film comparison -

Reinforcing writing skills	
Timeframe	mid April through June (10-12 weeks)
Unit Overview	Students will continue to expand their ability and skills with practice of standard essay forms. i.e. narrative, expository, persuasive, descriptive
Essential Questions	- What differentiates essay writing from other forms of writing (i.e., narrative, nonfiction or research writing, etc.)? - What is the difference between discussing/defining a statement/quote and analyzing it, as is required in expository essay writing?

English 9-10

	• How does a writer support his or her thoughts without repeating himself or herself? How does one use support to strengthen a work? • Why is it important to consider audience and purpose when organizing one's writing? • What does the literary term voice mean? How does one include voice in his or her writing? • Why is vivid and precise use of language so important? • • What is Standard English and why is it important to use Standard English in academic writing??
Unit Focus	• Analyze a statement or quote using specific and relevant evidence. • Support his/her thesis with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples. • Utilize specific examples from literature, history, contemporary issues or personal experiences as support and explain how each specific example supports his/her thesis. • Connect all key ideas to the topic and/or writing prompt utilizing transitions, thus clearly creating fluency and cohesion. • Utilize precise language, domain-specific wording and technical wording (where appropriate) to communicate information in a formal, objective style. • Include compositional risks (i.e., anecdote, rhetorical question, development of mood, etc.) that create a voice appropriate to the audience and purpose. • Draft a conclusion paragraph or section that flows logically from the information or explanation presented in the essay and effectively concludes thoughts presented in the work, all without repeating what was already stated or introducing new information.
Interdisciplinary Connections	Social Studies ● RH.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. 21st Century Life Skills and Careers • CRP11 Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence
Common Assessments	● Pre- Assessment: Students demonstrate prior knowledge of how structure and technique contribute to the overall meaning of a text (analyzing articles, expository prompts) ● On-going Formative Assessments: Students demonstrate understanding of how structure and technique contribute to the overall meaning of a text and how the individual elements of a text interrelate. (On demand timed writings, writing across the curriculum, text analyses)

English 9-10

	● End of Unit Assessment: Students demonstrate knowledge and usage of the 6 traits of writing. (narrative, descriptive, expository, and persuasive essays)

Materials

Common Materials	Supplemental Materials
Writing With Power Grade 9 Textbook *Writing With Power Grade 10 Textbook*	Writing With Power Grammar, Mechanics and Usage Workbook Writing With Power Composition Skills Practice Workbook Collections (Literary Text) Teacher created writing prompts/quizzes/tests/rubrics Fiction Cycle of the Werewolf -Stephen King, Othello, Macbeth, Romeo and Juliette, The Tempest, Julius Caesar, or other by Shakespeare, Night Elie Wiesel, House on Mango Street by Sandra Cisneros, Raisin in the Sun by Lorrain Hansberry, Warriors Don't Cry by Melba Pattillo Beals, Lord of the Flies by William Golding, Dracula by Bram Stoker, Frankenstein by Mary Shelley, The Crucible by Arthur Miller, Fences by August Wilson, Biloxi Blues by Neil Simon and other novels and plays Non-Fiction Grammar 240 Vocabulary Words Kids Need to Know by- Linda Beech Learning Resources publisher SAT words from various teacher sharing websites Grammar Daily Practice by Performing in Education LLC Teacher created writing prompts and activities Poetry unit with Teacher created materials and internet resources

New Jersey Student Learning Standards (NJSLS)

Subject Area	Technology	21st Century Life and Careers	Interdisciplinary
English/Language Arts	*8.1: Educational Technology*		

English 9-10

	8.2: Technology Education, Engineering, Design and Computational Thinking - Programming	Career Ready Practices 9.1: Personal Financial Literacy 9.2: Career Awareness, Exploration, and Preparation	

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.
  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.
  B.   Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  D. 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.
  E.   Provide a concluding paragraph or section that supports the argument presented.
	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
	
	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:
	All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
		CRP 2. Apply appropriate academic and technical skills.
		
		CRP 4. Communicate clearly and effectively and with reason.
		
		CRP 5. Consider the environmental, social, and economic impacts of decisions.
		
		CRP 11. Use technology to enhance productivity.	

English 9-10

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.			

- G. 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.
- H. 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.
- I. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- J. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- K. 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.
- L. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

    F. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

    G. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

    H. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

    I. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

    J. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

W.9-10.6. Use technology, including the Internet, to produce, share, 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. W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 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. 　E. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]"). 　F. Apply *grades 9–10 Reading standards* to nonfiction informational 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").			

English 9-10

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.			

Differentiation

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment/Honors
Accommodations for Classroom: Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered Extended time to complete class work Student-directed learning/ independent studies when appropriate **Accommodations for Homework and Assignments**: Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments **Accommodations for Assessments:** Extended time on classroom assessments **Further Modifications for General Curriculum students:** Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.	Use of higher level questioning techniques Provide assessments that require higher level thinking Increased production of writing assignments Varying time requirements to complete assignments Independent studies at teacher/admin discretion Extension activities **Further Modifications for Honors Students** Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher

Activities

English 9-10

Essential Question Activity
Definitions of Literary Terms
Textbook questions
Library research –
Homework
Vocabulary in context
Class discussions
Biographical information of authors
Chapter Focus Questions
Graphic organizer and checklist for essay writing
Writing Activities –
Collaborative group activities
Teacher feedback on essay drafts for student revision
Essay revisions
 Writing responses
Teacher feedback on writing tasks
Personal connection journaling
Writing revisions

Comparing and Analyzing Fiction	
Timeframe	Mid-April through June (10-12 weeks)
Unit Overview	Students will practice, read and analyze at least one long work of narrative fiction. Students will practice their skills with short pieces that reinforce skills.
Essential Questions	- How does literature mirror life? - Why is it important to read from a variety of genres? - How are various texts organized? - How do experience and personality influence your interpretation of the text? - What is the history surrounding the text?
Unit Focus	- Students will be able to analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. - Make personal connections, make connections to other texts, and/or make global connections when relevant

English 9-10

	• Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience • Formulate an objective (free of personal bias) summary of the text
Interdisciplinary Connections	Social Studies • RH.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. 21st Century Life Skills and Careers • CRP11 Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence
Common Assessments	• Pre- Assessment: Students demonstrate prior knowledge of how structure and technique contribute to the overall meaning of a text (analyzing articles, expository prompts) • On-going Formative Assessments: Students demonstrate understanding of how structure and technique contribute to the overall meaning of a text and how the individual elements of a text interrelate. (On demand timed writings, writing across the curriculum, text analyses) • End of Unit Assessment: Students demonstrate knowledge and usage of the 6 traits of writing. (narrative, descriptive, expository, and persuasive essays)

Materials

Common Materials	**Supplemental Materials**
Collections Grade 9 Textbook *Collections Grade 10 Textbook*	Collections Workbook Teacher created materials/quizzes/tests **** See Appendix A for sample texts available and appropriate for grade level Writing With Power Grammar, Mechanics and Usage Workbook Writing With Power Composition Skills Practice Workbook Collections (Literary Text) Teacher created writing prompts/quizzes/tests/rubrics Fiction Cycle of the Werewolf -Stephen King, Othello, Macbeth, Romeo and Juliette, The Tempest, Julius Caesar, or other by Shakespeare, Night Elie Wiesel, House on Mango Street by Sandra Cisneros, Raisin in the Sun by Lorrain Hansberry, Warriors Don't Cry by Melba Pattillo Beals, Lord of the Flies by William Golding, Dracula by Bram Stoker, Frankenstein by Mary Shelley, The Crucible by Arthur Miller, Fences by August Wilson, Biloxi Blues by Neil Simon and other novels and plays

English 9-10

<table>
<tr><td></td><td>Non-Fiction Grammar
240 Vocabulary Words Kids Need to Know by- Linda Beech Learning Resources publisher
SAT words from various teacher sharing websites
Grammar Daily Practice by Performing in Education LLC
Teacher created writing prompts and activities
Poetry unit with Teacher created materials and internet resources</td></tr>
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New Jersey Student Learning Standards (NJSLS)

Subject Area	Technology	21st Century Life and Careers	Interdisciplinary
English/Language Arts	*8.1: Educational Technology* *8.2: Technology Education, Engineering, Design and Computational Thinking - Programming*	*Career Ready Practices* *9.1: Personal Financial Literacy* *9.2: Career Awareness, Exploration, and Preparation*	
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	**8.1** Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **8.2** Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual,	CRP 2. Apply appropriate academic and technical skills. CRP 4. Communicate clearly and effectively and with reason. CRP 5. Consider the environmental, social, and economic impacts of decisions. CRP 11. Use technology to enhance productivity.	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).

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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.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.	global society, and the environment.		

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English 9-10

Provide the student with clearly stated (written) expectations and grading criteria for assignments **Accommodations for Assessments:** Extended time on classroom assessments **Further Modifications for General Curriculum students:** Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.	Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher

Activities

Literature: Short stories:
Poetry: Teacher choice
Novel: Teacher choice
  Essential Question Activity (A)
Definitions of Literary Terms (A)
Independent and group reading (A)
Textbook questions (A)
Lecture (A)
Library research – biographical information on Authors (A)
Chapter Focus Questions (A)
Bookmarks to mark passages with "sticky notes" for discussion (A)
Jigsaw – discussion questions (M)
Journal writing (M)
Map of Setting - Close reading activity (M)
RAFT writing assignment (M)
Close reading to mark passages for discussion (M)
Student led discussions referencing completed bookmarks and marked passages (M)
Writing Activities – Epitaph and Obituary (M) Mock Trial preparation (graphic organizer, police statement, application of EQs to specific character/conflict) (M)
  Irony in "real life" (T)
Mock Trial Presentation (T)
Revise writing based on teacher conferencing and feedback (T)
Effective use of literary devices in original writing (T)
Definitions of Vocabulary Terms (A)
Comprehension questions (A)
Class discussions – Think, Pair, Share (A)

English 9-10

Library research –
Guided reading questions (A)
Film and discussion (A)
Writing Activities – Epilogue (M)
Passage Revision - grammar (M)
Character analyses (M)
Dreams writing assignment (M)
Structural observation of the text (M)
Theme analysis (M)
Literary Device Hunt (T)
Vocabulary Bingo (T)
Close passage readings and analysis (T)
Dreams writing (T)
Unit test (T)
Creative assessment – epilogue, soundtrack, movie poster (T)
Writing assessment - justification analysis (T)
Small writing task - film comparison (T)