English I

Prepared by:
Joann Manicone

Superintendent of Schools:
Marie C. Cirasella, Ed.D.

Director of Curriculum, Instruction, & Assessment:
Melissa Quackenbush

Approved by the Midland Park Board of Education on
August 15, 2017

CCCS born on 9/2012
Addendum 5/2016
NJSLS born on 8/2017
Grade 9 English Curriculum Overview

Grade 9 English is taught in eight units throughout the school year; units 1-6 will follow in sequence, with 7 and 8 occurring throughout the year. English 9 is designed to provide an opportunity for students to strengthen and improve individual skills in reading, writing, speaking, and listening. Emphasis will be placed on instruction and practice to help students achieve and maintain the skills necessary for success in high school and future studies. Students will read and write frequently, acquire the fundamentals of grammar, and will broaden their vocabulary. Through small and large group discussions, a major essay each quarter, presentations, and activities, students will explore the short story, epic literature, Shakespearean drama, and novel study. In addition, students will compose essays of exposition, literary analysis, and argument, including the research paper. Writing skills emphasized include organization, clarity, editing, and evidence based support. Participation in this program assists students:

1. To develop higher level reading, writing, and analytical skills.
2. To apply conventions of writing to convey clear and cogent ideas.
3. To meet the English standards for New Jersey Public Schools.

Suggested Course Sequence*:

Unit 1: The Short Story
Unit 2: *The Odyssey*
Unit 3: *The Merchant of Venice*
Unit 4: The Research Paper
Unit 5: *To Kill a Mockingbird*
Unit 6: Non-fiction
Unit 7: Vocabulary
Unit 8: Grammar

Pre-Requisite: Grade 8 English

*The number of instructional days is an estimate based on the information available at this time. 1 day equals approximately 42 minutes of seat time. Teachers are strongly encouraged to review the entire unit of study carefully and collaboratively to determine whether adjustments to this estimate need to be made.*
Unit Overview

Content Area: English
Unit Title: Unit 1, The Short Story
Grade Level: 9

Unit Summary: Stories are the epitome of living and existing. Stories are the product of an author's mind; throughout the study of the short story, students learn to identify plot, conflict, character, setting, theme, narrator and point of view as they experience the genre of the short story.

Interdisciplinary
Connections: History, Art, Music

21st Century
Themes and Skills:
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Learning Targets

New Jersey Student Learning Standards (Content and Technology):

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<td>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.</td>
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<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarizing points of agreement and disagreement, and justifying one’s own views. Make new connections in light of the evidence and reasoning presented.</td>
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<td>Demonstrate command of the conventions of standard English grammar and usage 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.</td>
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<td>Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</td>
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<td>L.9-10.4.</td>
<td>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. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
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**Unit Essential Question(s):**
- What is the structure of a short story?
- Why do we tell stories?
- How do specific elements enhance a short story?
- How does literature contribute to understanding ourselves and others?

**Unit Enduring Understandings:**
- The structure of the the short story is an integral aspect in understanding the story.
- All literature expresses truths of the human experience.
- Authors utilize craft to tell a good story.

**Unit Learning Targets/Objectives:**
*Students will...*
- Identify and explain plot structure of the short stories
- Analyze how authors create the setting of the story
- Identify characterization
- Identify conflict and conflict types and plot devices
- Explain how visualization and imagery impacts the reader
- Understand point of view
- Analyze character traits and motivation
- Understand inferences
- Analyze setting
- Understand how mood affects the story
- Understand irony
- Analyze symbolism
- Understand flashback, foreshadowing
- Analyze theme
- Write narratives reflective of short story

**Evidence of Learning**
Formative Assessments:
- Reading Quizzes
- Reading comprehension questions
- Written reflections
- Class and group discussion
- Exit Slips to check for daily understanding

Summative/Benchmark Assessment(s):
- Objective tests
- End-of-Unit Test
- Quarterly Exam

Resources/Materials:
Holt Mcdougal, Literature Grade 9

Modifications:
Special Education Students
- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit
drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
accommodations/modifications

English Language Learners
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procedures/action plans
- Consult with classroom teacher(s) for specific
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- Provide rewards as necessary

Gifted and Talented Students
- Provide extension activities
- Build on students’ intrinsic motivations
- Consult with parents to accommodate students’
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<td>&quot;The Most Dangerous Game&quot;</td>
<td>Identifying plot stages and conflict; sequence and time, visualization</td>
<td>4 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
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<td>&quot;The Gift of the Magi&quot;</td>
<td>Prediction and irony</td>
<td>2 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
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<td>&quot;Horse of the Century&quot;</td>
<td>Synthesis and analysis</td>
<td>3 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
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<td>&quot;The Necklace&quot;</td>
<td>Character motivation, making inferences</td>
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<td>&quot;A Christmas Memory&quot;</td>
<td>Setting, flashback, and imagery</td>
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<td>&quot;The Cask of Amontillado&quot;</td>
<td>Setting, mood, and imagery, as well as the establishment of mood</td>
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<td>&quot;The Scarlet Ibis&quot;</td>
<td>Symbolism, inferences, characterization</td>
<td>4 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
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Teacher Notes: Additional short stories are available in the textbook for supplemental resources.

Additional Resources
Click links below to access additional resources used to design this unit:
Commonlit.org
Newsela.com
## Unit Overview

**Content Area:** English  
**Unit Title:** Unit 2, *The Odyssey*  
**Grade Level:** 9

**Unit Summary:** Homer’s *The Odyssey* takes its readers through a journey of human trials and tribulations.

**Interdisciplinary**  
Connections: History, Art, Music

### 21st Century

**Themes and Skills:**
- CRP1. Act as a responsible and contributing citizen and employee.  
- CRP2. Apply appropriate academic and technical skills.  
- CRP4. Communicate clearly and effectively and with reason.  
- CRP5. Consider the environmental, social and economic impacts of decisions.  
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Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.

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### L.9-10.6
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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Unit Essential Question(s):
- What is epic literature?
- How does literature contribute to understanding ourselves and others?
- Why must we all leave home?
- How does the story of one man relate to us all?
- What is more important- the quest or the journey?
- What is a hero?
- How do our values and beliefs shape us?

### Unit Enduring Understandings:
- Heroes are a product of society’s expectations and desires.
- All literature expresses truths of the human experience.
- Epic literature’s characteristics make it unique.

### Unit Learning Targets/Objectives:
*Students will...*
- Identify and explain epic literature
- Analyze the epic hero
- Identify characterization and character traits
- Identify an epic plot
- Explain how visualization and Imagery Impacts the reader
- Understand the setting of an epic
- Analyze character traits and motivation
- Understand archetypes
- Analyze epic themes
- Understand tone and diction of an epic
- Understand epic similes, ep thets, and allusions
- Analyze the epic as a narrative
- Understand the epic as poetry (including alliteration, assonance, consonance, and rhyme)
- Analyze theme
- Understand monomyth, Joseph Campbell
- Understand in medias res
- Analyze xenia in Greek literature
- Understand the culture of Greek literature and mythology
- Write narratives, essays with supporting literary evidence and informative/explanatory text

### Evidence of Learning

**Formative Assessments:**
- Reading Quizzes
- Reading comprehension questions
- Written reflections
- Class and group discussion
- Exit Slips to check for daily understanding

**Summative/Benchmark Assessment(s):**
- Objective tests
- End-of-Unit Test
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**Resources/Materials:**
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**Modifications:**

*Special Education Students*
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- Allow extended time to answer questions, and permit drawing, as an explanation
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- Provide rewards as necessary

*Gifted and Talented Students*
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- Build on students’ intrinsic motivations
- Consult with parents to accommodate students’ interests in completing tasks at their level of engagement
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<td>Book 1 - A Goddess Intervenes</td>
<td>Students will understand the impact of divine intervention in the epic</td>
<td>2 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
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<td>Book 5 - Calypso, the Sweet Nymph</td>
<td>Students begin to understand the impact of “in medias res” as the sequence of the epic unravels</td>
<td>2 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
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<td>Book 9 - New Coasts and Poseidon’s Son</td>
<td>Students embark on the epic journey and identify the epic theme and style</td>
<td>4 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
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<td>Book 10 - The Grace of the Witch</td>
<td>Students sequence the epic and understand the impact of one’s actions or the fate of others</td>
<td>2 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
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<td>Book 11 - The Land of the Dead</td>
<td>Students analyze Odysseus’s inability to undo his actions</td>
<td>2 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
<tr>
<td>Book 12 - The Sirens, Scylla and Charybdis</td>
<td>Students follow the hero to the supposed end of his journey.</td>
<td>3 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
<tr>
<td>Book 16 - Father and Son</td>
<td>Students follow Odysseus home and analyze loyalty</td>
<td>2 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
<tr>
<td>Book 17 - The Beggar at the Manor</td>
<td>Students identify Odysseus as he challenges the suitors.</td>
<td>2 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
<tr>
<td>Book 21 - The Test of the Bow</td>
<td>Odysseus and his son prepare for battle</td>
<td>2 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
<tr>
<td>Book 22 - Death in the Great Hall</td>
<td>Death of all those who did not show loyalty prevails</td>
<td>2 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
<tr>
<td>Book 23 - The Trunk of the Olive Tree</td>
<td>The epic prophecy is met</td>
<td>2 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
</tbody>
</table>

Teacher Notes:
Joseph Campbell’s Monomyth
The Odyssey, 1997 TV series, Armande Assante

Additional Resources
Click links below to access additional resources used to design this unit:
Unit Overview

Content Area: English

Unit Title: Unit 3, *The Merchant of Venice*

Grade Level: 9

Unit Summary: The *Merchant of Venice*, a Shakespearean Comedy, addresses justice and mercy in an unfair world. Students are exposed to anti-semitism, hatred, and prejudice as the main characters attempt to achieve what each feels he/she truly deserves.

Interdisciplinary
Connections: History, Art, Music

21st Century

Themes and Skills:
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Learning Targets

New Jersey Student Learning Standards (Content and Technology):

<table>
<thead>
<tr>
<th>CPI#:</th>
<th>Statement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.9-10.1</td>
<td>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.</td>
</tr>
<tr>
<td>RL.9-10.2</td>
<td>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.</td>
</tr>
<tr>
<td>RL.9-10.3</td>
<td>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.</td>
</tr>
<tr>
<td>RL.9-10.4</td>
<td>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).</td>
</tr>
<tr>
<td>RL.9-10.5</td>
<td>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).</td>
</tr>
<tr>
<td>RL.9-10.6</td>
<td>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.</td>
</tr>
<tr>
<td>RL.9-10.7</td>
<td>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).</td>
</tr>
<tr>
<td>RL.9-10.9</td>
<td>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).</td>
</tr>
<tr>
<td>Standards</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td><strong>RL.9-10.10.</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
| **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.  
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.9-10.4.** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **W.9-10.5.** | 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.9-10.9.** | 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]”). |
| **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. |
| **SL.9-10.1.** | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  
B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.  
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  
D. 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. |
| **SL.9-10.2.** | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. |
| **SL.9-10.3.** | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. |
| **SL.9-10.4.** | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| SL.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. |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. |
| L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage 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. |
| L.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly. |
| L.9-10.3 | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. |
| 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.  
A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  
C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| L.9-10.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
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. |
| L.9-10.6 | 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Unit Essential Question(s):**
- What is the difference between justice and mercy?
- Is compromise bad?
- Is revenge ever justified?

**Unit Enduring Understandings:**
- Anti-semitism, or any prejudice, is unacceptable.
- Justice has its limits
- Mercy and compromise are necessary for a peaceful existence.
- No one faith is superior to another.

**Unit Learning Targets/Objectives:**
*Students will...*
- Identify and explain plot
- Analyze how authors create the setting of the story
- Identify characterization
- Identify conflict and conflict types and plot devices
- Explain how visualization and imagery impacts the reader
- Understand point of view
- Analyze character traits and motivation
- Understand inferences
- Analyze setting
• Understand how mood affects the story
• Understand irony
• Analyze symbolism
• Understand flashback, foreshadowing
• Analyze theme
• Identify iambic pentameter
• Understand couplet
• Understand format of sonnet
• Writing tasks:
  o Argument writing
  o Explanatory/ Informative writing
  o Non-fiction textual support
• Analyze literary terms / devices:
  o Allusion
  o Simile
  o Metaphor
  o Dramatic irony
  o Hyperbole
  o Malapropism
  o Pun
  o Personification
  o Situational irony
  o Aside
  o Soliloquy
  o monologue

Evidence of Learning

Formative Assessments:
• Reading Quizzes
• Reading comprehension questions
• Written reflections
• Class and group discussion
• Exit Slips to check for daily understanding

Summative/Benchmark Assessment(s):
• Objective tests
• End-of-Unit Test
• Quarterly Exam

Resources/Materials:
Shakespeare, The Merchant of Venice, Folger Edition
BBC Film, The Merchant of Venice

Modifications:
Special Education Students
• Allow errors
• Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

**English Language Learners**
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

**At-Risk Students**
- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

**Gifted and Talented Students**
- Provide extension activities
- Build on students’ intrinsic motivations
- Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

<table>
<thead>
<tr>
<th>Lesson Name/Topic</th>
<th>Lesson Objective(s)</th>
<th>Time frame (day(s) to complete)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to William Shakespeare</td>
<td>Students learn of the Elizabethan Era, William Shakespeare’s biography, and the time period.</td>
<td>5 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
<tr>
<td>Act I</td>
<td>Students will identify characters, the three strands of the plot, and the exposition of the story.</td>
<td>5 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
<tr>
<td>Act II</td>
<td>Students will identify the rising action of the story, the plot development, and the characterization of key characters.</td>
<td>5 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
<tr>
<td>Act III</td>
<td>At the climax, students will reflect on the action thus far, and anticipate the further development in the story.</td>
<td>5 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
<tr>
<td>Act IV</td>
<td>The falling action of the trial determines the fate of the characters and the twist of the plot</td>
<td>5 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
<tr>
<td>Act V</td>
<td>The resolution addresses the problem of the story and</td>
<td>5 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Relate current events to Shakespeare’s Merchant of Venice.</td>
<td>Student writing tasks, 5 days</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
</tbody>
</table>

Teacher Notes:

Additional Resources
Click links below to access additional resources used to design this unit:
Commonlit.org
Newsela.com
Content Area: English

Unit Title: Unit 4, Research Paper Writing

Grade Level: 9

Unit Summary: Students incorporate non-fiction readings into the writing of the research paper. Students research a topic of their choosing and develop a claim about their topic. Students support the claim with evidence from their resources.

Interdisciplinary
Connections: History, Science, Mathematics, Technology

21st Century
Themes and Skills:
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
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CRP12. Work productively in teams while using cultural global competence.

Learning Targets

New Jersey Student Learning Standards (Content and Technology):

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<tbody>
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<td>R1.9-10.1.</td>
<td>Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</td>
</tr>
<tr>
<td>R1.9-10.2.</td>
<td>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.</td>
</tr>
<tr>
<td>R1.9-10.3.</td>
<td>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.</td>
</tr>
<tr>
<td>R1.9-10.4.</td>
<td>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).</td>
</tr>
<tr>
<td>R1.9-10.5.</td>
<td>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).</td>
</tr>
<tr>
<td>R1.9-10.6.</td>
<td>Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</td>
</tr>
<tr>
<td>R1.9-10.7.</td>
<td>Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</td>
</tr>
<tr>
<td>R1.9-10.8.</td>
<td>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.</td>
</tr>
<tr>
<td>R1.9-10.9.</td>
<td>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 &quot;Letter from Birmingham Jail&quot;,</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>RI.9-10.10</td>
<td>By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.</td>
</tr>
</tbody>
</table>
| 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. |
| 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.  
A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  
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.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| W.9-10.5 | 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.  
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]”). |
| 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. |
| SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.  
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  
D. Respond thoughtfully to various perspectives, summarizing points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. |
| L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage 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. |
| L.9-10.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly. |
| L.9-10.3. | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. |
| 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.  
A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  
C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| L.9-10.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
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. |
| L.9-10.6. | 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
**Midland Park Public Schools**

<table>
<thead>
<tr>
<th>Unit Essential Question(s):</th>
<th>Unit Enduring Understandings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is MLA research?</td>
<td>• Plagiarism is a result of improper citation</td>
</tr>
<tr>
<td>• What are the steps in the research process?</td>
<td>• MLA research provides a common format for research papers</td>
</tr>
<tr>
<td>• How do I support my claim?</td>
<td>• Evidence from reliable sources is necessary to support a claim.</td>
</tr>
<tr>
<td>• How do I avoid plagiarism?</td>
<td></td>
</tr>
</tbody>
</table>

**Unit Learning Targets/Objectives:**

*Students will...*

- Understand articles
- Interpret key ideas
- Comprehend author’s purpose
- Analyze the text
- Write claim and develop thesis
- Analyze articles and evaluate information
- Understand paraphrasing
- Understand avoiding plagiarism
- Understanding direct quotes
- Understanding Works Cited page
- Understanding parenthetical citation
- Comprehend Noodletools.com for repository of resources
- Comprehend SIRS database for access of relevant articles
- Analyze MLA formatting

**Formative Assessments:**

- Checks of understanding
- Paraphrase practice
- Written reflections
- Class and group discussion
- Exit Slips to check for daily understanding

**Summative/Benchmark Assessment(s):**

- Objective tests

**Resources/Materials:**

- Newsela.com
- Commonlit.org
- SIRS.com
- Noodletools.com
- Easybib.org

**Modifications:**

*Special Education Students*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

**English Language Learners**
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

**At-Risk Students**
- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

**Gifted and Talented Students**
- Provide extension activities
- Build on students’ intrinsic motivations
- Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

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### Lesson Plans

<table>
<thead>
<tr>
<th>Lesson Name/Topic</th>
<th>Lesson Objective(s)</th>
<th>Time frame (day(s) to complete)</th>
</tr>
</thead>
</table>
| Various non-fiction articles selected by teacher and/or student | Students will comprehend and analyze the author’s purpose in writing the article.  
Students will utilize the article in online discussion, presentation, or in comprehension activities for each assignment. | 5 days of pre-reading and exercises, reading, analysis, questions and group discussion |
<p>| SIRS                                   | Online database used by students for current, relevant resources.                    | 2 days of pre-reading and exercises, reading, analysis, questions and group discussion          |
| Noodletools                            | Repository for articles found on SIRS                                               | 3 days of pre-reading and exercises, reading, analysis, questions and group discussion          |
| Paraphrasing                           | Students learn how to manipulate resources and responsibly give credit to source.    | 3 days of pre-reading and exercises, reading, analysis, questions and group discussion          |
| Direct quote                           | Students use direct quotes for sentences they do not wish to alter, yet utilize in the research paper. | 2 days of pre-reading and exercises, reading, analysis, questions and group discussion          |</p>
<table>
<thead>
<tr>
<th>Parenthetic Citation</th>
<th>Students learn responsible notetaking by utilizing parenthetic citation</th>
<th>3 days of pre-reading and exercises, reading, analysis, questions and group discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works Cited</td>
<td>Students gather articles stored in Noodletools to develop works cited for research</td>
<td>3 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
<tr>
<td>MLA format</td>
<td>Students review MLA formatting guidelines using current formatting book</td>
<td>3 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
<tr>
<td>Organization of paper</td>
<td>Students organize notes and research into organized research paper</td>
<td>5 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
</tbody>
</table>

**Teacher Notes:**

**Additional Resources**
## Unit Overview

**Content Area:** English  
**Unit Title:** Unit 5, *To Kill a Mockingbird*  
**Grade Level:** 9

**Unit Summary:** The classic novel, *To Kill a Mockingbird* by Harper Lee, supplements the prejudice/injustice theme demonstrated earlier in the course. Students are exposed to racial injustice in 1930's Alabama. Students are expected to analyze the text by making relevant comparisons to the current culture of prejudice in the contemporary world.

**Interdisciplinary**  
Connections: History, Art, Music

### 21st Century

**Themes and Skills:**
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## Learning Targets

### New Jersey Student Learning Standards (Content and Technology):

<table>
<thead>
<tr>
<th>CPI#</th>
<th>Statement</th>
</tr>
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<tbody>
<tr>
<td>RL.9-10.1</td>
<td>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.</td>
</tr>
<tr>
<td>RL.9-10.2</td>
<td>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.</td>
</tr>
<tr>
<td>RL.9-10.3</td>
<td>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.</td>
</tr>
<tr>
<td>RL.9-10.4</td>
<td>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).</td>
</tr>
<tr>
<td>RL.9-10.5</td>
<td>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).</td>
</tr>
<tr>
<td>RL.9-10.6</td>
<td>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.</td>
</tr>
<tr>
<td>RL.9-10.7</td>
<td>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 &quot;Musée des Beaux Arts&quot; and Breughel's Landscape with the Fall of Icarus).</td>
</tr>
<tr>
<td>RL.9-10.9</td>
<td>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</td>
</tr>
<tr>
<td>RL.9-10.10</td>
<td>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.</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **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. |
| **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.  
A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  
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.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. |
<p>| <strong>W.9-10.4</strong> | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |</p>
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<tr>
<th>Standard</th>
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<td>W.9-10.5</td>
<td>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.</td>
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<td>W.9-10.6</td>
<td>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.</td>
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<td>W.9-10.7</td>
<td>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.</td>
</tr>
<tr>
<td>W.9-10.8</td>
<td>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).</td>
</tr>
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</table>
| 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's mythology or the Bible or how a later author draws on a play by Shakespeare"). |
| 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. |
| SL.9-10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student-developed rubrics) and assign individual roles as needed.  
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  
D. Respond thoughtfully to various perspectives, summarizing points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. |
| L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage 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. |
| L.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  
B. Use a colon to introduce a list or quotation.  
C. Spell correctly. |
| L.9-10.3 | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.  
A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. |
| 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.  
A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). |
| C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. |
| D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

**L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
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.

**L.9-10.6.** 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

| **Unit Essential Question(s):**  
• What are the consequences of prejudice and injustice?  
• How does one’s values affect his/her behavior?  
• What is justice?  
• What constitutes a good father?  
| **Unit Enduring Understandings:**  
• There is no room for prejudice in the world of justice.  
• The values one is raised with might not be the values one employs.  
• Parenting is challenging. |

| **Unit Learning Targets/Objectives:**  
*Students will...*  
• Identify and explain plot  
• Analyze how author creates the setting of the story  
• Identify characterization  
• Identify conflict and conflict types and plot devices  
• Explain how visualization and imagery impacts the reader  
• Understand point of view  
• Analyze character traits and motivation  
• Understand inferences  
• Analyze setting  
• Understand how mood affects the story  
• Understand irony  
• Analyze symbolism  
• Understand flashback, foreshadowing  
• Analyze theme  
• Write narratives reflective of short story  
• Write arguments  
• Write explanatory texts |
Formative Assessments:
- Reading Quizzes
- Reading comprehension questions
- Written reflections
- Class and group discussion
- Exit Slips to check for daily understanding

Summative/Benchmark Assessment(s):
- Objective tests
- End-of-Unit Test
- Quarterly Exam

Resources/Materials:
* To Kill a Mockingbird, Harper Lee

Modifications:
* Special Education Students
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications

* English Language Learners
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word

* At-Risk Students
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&R procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary

* Gifted and Talented Students
  - Provide extension activities
  - Build on students’ intrinsic motivations
  - Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

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<tr>
<th>Lesson Name/Topic</th>
<th>Lesson Objective(s)</th>
<th>Time frame (day(s) to complete)</th>
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Lesson Plans
<table>
<thead>
<tr>
<th>Establishing background</th>
<th>Students learn about the time and era of 1930's Alabama—Jim Crow laws, Brown v. Bd.of Ed., Scottsboro Boys</th>
<th>4 days of pre-reading and exercises, reading, analysis, questions and group discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1-Chapters 1-12</td>
<td>Pre-trial Students comprehend the morals and values of the family and community.</td>
<td>15 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
<tr>
<td>Part 2-Chapters 12-End</td>
<td>During trial and post-trial Students evaluate the consequences of prejudice and hatred. Students evaluate the point of view of the author and determine its effect on the reader.</td>
<td>15 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
</tbody>
</table>

Teacher Notes:

Additional Resources
Click links below to access additional resources used to design this unit:
Commonlit.org
Newsela.com

Midland Park Public Schools
## Unit Overview

**Content Area:** English  
**Unit Title:** Unit 6, Non-fiction Study  
**Grade Level:** 9

**Unit Summary:** Students incorporate non-fiction readings into the curriculum on a topical basis. The non-fiction articles can be included through the literature study, vocabulary study, or research paper creation.

**Interdisciplinary**  
Connections: History, Science, Mathematics, Technology

### 21st Century

**Themes and Skills:**
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## Learning Targets

**New Jersey Student Learning Standards (Content and Technology):**

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<td>RL.9-10.1</td>
<td>Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</td>
</tr>
<tr>
<td>RL.9-10.2</td>
<td>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.</td>
</tr>
<tr>
<td>RL.9-10.3</td>
<td>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.</td>
</tr>
<tr>
<td>RL.9-10.4</td>
<td>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).</td>
</tr>
<tr>
<td>RL.9-10.5</td>
<td>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).</td>
</tr>
<tr>
<td>RL.9-10.6</td>
<td>Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</td>
</tr>
<tr>
<td>RL.9-10.7</td>
<td>Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</td>
</tr>
<tr>
<td>RL.9-10.8</td>
<td>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.</td>
</tr>
<tr>
<td>RL.9-10.9</td>
<td>Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>RI.9-10.10</td>
<td>By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.</td>
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<tr>
<td>W.9-10.4.</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<td>W.9-10.5.</td>
<td>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.</td>
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<td>W.9-10.6.</td>
<td>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.</td>
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| 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”). |
| 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. |
| SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.  
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  
D. 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.9-10.1.  | Demonstrate command of the conventions of standard English grammar and usage 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. |
| L.9-10.2.  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  
B. Use a colon to introduce a list or quotation.  
C. Spell correctly. |
| L.9-10.3.  | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.  
A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. |
| 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.  
A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). |
| C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| --- |
| L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
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. |
| L.9-10.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Unit Essential Question(s):**
- What is non-fiction?  
- How can non-fiction assist me in my learning?

**Unit Enduring Understandings:**
- Non-fiction is an integral part of acquiring knowledge  
- Non-fiction resources assist our understanding of real events in our world.

**Unit Learning Targets/Objectives:**
*Students will...*
- Understand articles  
- Interpret key ideas  
- Comprehend author’s purpose  
- Analyze the text

**Evidence of Learning**

**Formative Assessments:**
- Reading Quizzes  
- Reading comprehension questions  
- Written reflections  
- Class and group discussion  
- Exit Slips to check for daily understanding

**Summative/Benchmark Assessment(s):**
- Objective tests (Newsela)

**Resources/Materials:**
Newsela.com  
Commonlit.org

**Modifications:**
*Special Education Students*
- Allow errors  
- Rephrase questions, directions, and explanations  
- Allow extended time to answer questions, and permit drawing, as an explanation  
- Accept participation at any level, even one word  
- Consult with Case Managers and follow IEP accommodations/modifications
**English Language Learners**
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

**At-Risk Students**
- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

**Gifted and Talented Students**
- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

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<td>Various non-fiction articles selected by teacher and/or student</td>
<td>Students will comprehend and analyze the author's purpose in writing the article. Students will utilize the article in online discussion, presentation, or in comprehension activities for each assignment.</td>
<td>2 days of pre-reading and exercises, reading, analysis, questions and group discussion</td>
</tr>
</tbody>
</table>

**Teacher Notes:**

**Additional Resources**
Click links below to access additional resources used to design this unit:
Commonlit.org
Newsela.com
### Unit Overview

**Content Area:** English  
**Unit Title:** Unit 7, Vocabulary: Level D (CP and CPC levels) and Level E (Honors)  
**Grade Level:** 9

**Unit Summary:** Students will study and complete 3-4 units of vocabulary per academic quarter. In addition to book activities, students are encouraged to identify the use of vocabulary unit words outside of the classroom.

**Interdisciplinary Connections:** History, Science, Mathematics, Technology, Art, Music

**21st Century Themes and Skills:**
- CRP1. Act as a responsible and contributing citizen and employee.  
- CRP2. Apply appropriate academic and technical skills.  
- CRP4. Communicate clearly and effectively and with reason.  
- CRP6. Demonstrate creativity and innovation.  
- CRP10. Plan education and career paths aligned to personal goals.  
- CRP11. Use technology to enhance productivity.  
- CRP12. Work productively in teams while using cultural global competence.

### Learning Targets

#### New Jersey Student Learning Standards (Content and Technology):

<table>
<thead>
<tr>
<th>CPI #:</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.9-10.3</strong></td>
<td>Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</td>
</tr>
<tr>
<td><strong>L.9-10.4</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>L.9-10.5</strong></td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td><strong>L.9-10.6</strong></td>
<td>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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
</tr>
<tr>
<td><strong>8.1</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>8.1.12.B.2</strong></td>
<td>Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</td>
</tr>
<tr>
<td><strong>8.1.C</strong></td>
<td>Communication and Collaboration: Students use digital media and environments to communicate work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</td>
</tr>
</tbody>
</table>

**Unit Essential Question(s):**
- How does knowing the root of a word help us define it?  
- How can vocabulary enhance my writing?  
- How can I use the pronunciation key to help me pronounce a word properly?

**Unit Enduring Understandings:**
- Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help us figure out unfamiliar words while reading.  
- Developing breadth of vocabulary dramatically improves reading comprehension and involves...
applying knowledge of word meanings and word relationships.
- The larger the reader’s vocabulary, the easier it is to make sense of text. Many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, and context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

**Unit Learning Targets/Objectives:**

*Students will...*

- Apply vocabulary words in exercises: synonyms, antonyms, choosing the right word, completing the sentence, sentence construction, words in context.
- Identify use of words in readings inside and outside of class

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**Evidence of Learning**

**Formative Assessments:**

- Flash cards
- Sentence creation
- Finding words in context
- Unit quizzes

**Summative/Benchmark Assessment(s):**

Vocabulary Test after 3 units (60 words total). Number of words can be adjusted based on student needs.

**Resources/Materials (copy hyperlinks for digital resources):**

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**Modifications:**

**Special Education Students**

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

**English Language Learners**

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

**At-Risk Students**
- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

**Gifted and Talented Students**
- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

<table>
<thead>
<tr>
<th>Lesson Name/Topic</th>
<th>Lesson Objective(s)</th>
<th>Time frame (day(s) to complete)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of words</td>
<td>Students hear and speak the vocabulary unit words</td>
<td>1 day</td>
</tr>
<tr>
<td>Flashcards</td>
<td>Students practice writing and learning definitions</td>
<td>1 day</td>
</tr>
<tr>
<td>Games (Kahoot, Vocabulary Workshop Online, Quizizz, Vocabtest.com, quizlet.com)</td>
<td>Students engage in practice games and activities to become familiar with spoken and written words (definitions, synonyms, antonyms, and pronunciations)</td>
<td>1 day</td>
</tr>
<tr>
<td>Textbook practice</td>
<td>Students practice with guided activities in text</td>
<td>1 day</td>
</tr>
<tr>
<td>Review games</td>
<td>Student review words before test</td>
<td>1 day</td>
</tr>
<tr>
<td>Test</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Notes:**

**Additional Resources**
Click links below to access additional resources used to design this unit:
## Unit Overview

**Content Area:** English  
**Unit Title:** Unit 7, Grammar  
**Grade Level:** 9

**Unit Summary:** English 9 students practice proper grammar, usage, and punctuation over the course of the year. Students utilize online resources to strengthen their personal writing and grammar with practice and exercises.

### Interdisciplinary

Connections History, Science

### 21st Century

#### Themes and Skills:

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

## Learning Targets

### New Jersey Student Learning Standards (Content and Technology):

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<tr>
<td>RL.9-10.4</td>
<td>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).</td>
</tr>
<tr>
<td>W.9-10.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>W.9-10.6</td>
<td>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.</td>
</tr>
<tr>
<td>W.9-10.10</td>
<td>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.</td>
</tr>
</tbody>
</table>
| L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage 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. |
| L.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly. |
| L.9-10.3 | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. |
| 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.  
A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). |
| L.9-10.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word 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. |
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**Unit Essential Question(s):**  
- Why is good grammar important?  
- How can proper grammar and usage enhance my writing?  
- How can I enhance my writing?  

**Unit Enduring Understandings:**  
- Proper grammar and usage is an essential skill in the workplace.  
- Proper spelling and grammar reflect positively on the writer.  
- Strong verbs and sentences improve writing.

**Unit Learning Targets/Objectives:**  
*Students will learn and understand...*  
- The Phrase  
- The Clause, sentence variety  
- Agreement  
- Correct verb use, strong verbs  
- Correct pronoun use  
- Correct modifier use  
- Overall usage  
- Capital Letters  
- End Marks  
- Abbreviations  
- Commas, Semicolons, and Colons  
- Italicized and Quotation Marks  
- Apostrophes

**Formative Assessments:**  
- Quizzes  
- Comprehension questions  
- Written examples  
- Class and group discussion  
- Exit Slips to check for daily understanding

**Summative/Benchmark Assessment(s):**  
- Objective tests IXL  
- End-of-Unit Test  
- Quarterly Exam
Resources/Materials:
Holt McDougal, Elements of Language Grade 9

Modifications:
Special Education Students
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<td>The Phrase</td>
<td>Students will achieve 80% mastery in each grammar review through written, oral, and online exercises</td>
<td>5 days of exercises, practice, and analysis</td>
</tr>
<tr>
<td>The Clause</td>
<td>Students will achieve 80% mastery in each grammar review through written, oral, and online exercises</td>
<td>5 days of exercises, practice, and analysis</td>
</tr>
<tr>
<td>Agreement</td>
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</tr>
<tr>
<td>Verb Use</td>
<td>Students will achieve 80% mastery in each grammar review through written, oral, and online exercises</td>
<td>5 days of exercises, practice, and analysis</td>
</tr>
<tr>
<td>Topic</td>
<td>Description</td>
<td>Days of Practice</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Pronoun Use</td>
<td>Students will achieve 80% mastery in each grammar review through written, oral, and online exercises</td>
<td>5 days</td>
</tr>
<tr>
<td>Modifier Use</td>
<td>Students will achieve 80% mastery in each grammar review through written, oral, and online exercises</td>
<td>5 days</td>
</tr>
<tr>
<td>Usage</td>
<td>Students will achieve 80% mastery in each grammar review through written, oral, and online exercises</td>
<td>5 days</td>
</tr>
<tr>
<td>Capital letters</td>
<td>Students will achieve 80% mastery in each grammar review through written, oral, and online exercises</td>
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</tr>
<tr>
<td>End marks</td>
<td>Students will achieve 80% mastery in each grammar review through written, oral, and online exercises</td>
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Teacher Notes: 80% mastery through IXL online exercises at grade level.

Additional Resources
Click links below to access additional resources used to design this unit

IXL.com