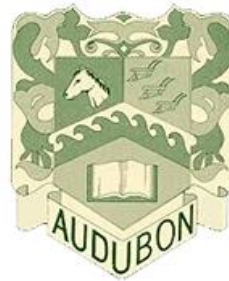


# Audubon Public School District



## Grade 9: English Language Arts Curriculum Guide

Developed by:

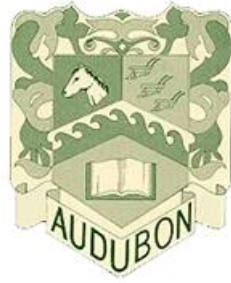
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## **Course Description**

### **Grade 9: English Language Arts**

The goal of the English I course is for students to develop an awareness of the structure of major literary genres, such as the short story, poetry, the novel, and drama (plays). They will study aspects of life in various parts of the world, both past and present, as they are portrayed in literature. English I will provide formal instruction in writing and grammar. Students will receive instruction with an emphasis on building independence in reading and writing. Critical thinking skills will also be addressed appropriately as students strive to become independent learners. Additionally, attention will be given to developing and refining listening skills.

## Overview / Progressions: Progress Indicators

Grade 9: English Language Arts

Overview		Reading		Writing	Speaking & Listening	Language
<b>Unit 1</b>	<b>Focus standards (Objectives)</b>	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.6 RL.9-10.9	RI.9-10.1 RI.9-10.2 RI.9-10.7	W.9-10.2 W.9-10.3 W.9-10.4	SL.9-10.1 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	L.9-10.1 L.9-10.2 L.9-10.4 L.9-10.5 L.9-10.6
	<b>Ancillary (Review)</b>					
<b>Unit 2</b>	<b>Focus standards (Objectives)</b>	RL.9-10.1 RL.9-10.2 RL.9-10.9	RI.9-10.1 RI.9-10.3 RI.9-10.5	W.9-10.1 W.9-10.4 W.9-10.5 W.9-10.6	SL.9-10.1 SL.9-10.2 SL.9-10.4	L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.6
	<b>Ancillary (Review)</b>	RL.9-10.3 RL.9-10.4 RI.9-10.2		W.9-10.2	SL.9-10.3 SL.9-10.5 SL.9-10.6	L.9-10.4 L.9-10.5
<b>Unit 3</b>	<b>Focus standards (Objectives)</b>	RL.9-10.2 RL.9-10.3 RL.9-10.5	RI.9-10.4 RI.9-10.6 RI.9-10.8	W.9-10.1 W.9-10.2 W.9-10.4	SL.9-10.1 SL.9-10.2 SL.9-10.3	L.9-10.1 L.9-10.2 L.9-10.4

		RL.9-10.7	RI.9-10.9	W.9-10.7 W.9-10.8 W.9-10.9	SL.9-10.6	L.9-10.6
	<b>Ancillary (Review)</b>	RL.9-10.1 RL.9-10.4 RL.9-10.9	RI.9-10.1 RI.9-10.2 RI.9-10.7	W.9-10.3 W.9-10.5 W.9-10.6	SL.9-10.4 SL.9-10.5	L.9-10.3 L.9-10.5
<b>Unit 4</b>	<b>Focus standards (Objectives)</b>	RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.10	RI.9-10.1 RI.9-10.7 RI.9-10.10	W.9-10.1 W.9-10.4 W.9-10.8  (Select 1 from W.2)	SL.9-10.1 SL.9-10.4 SL.9-10.6	L.9-10.1 L.9-10.2 L.9-10.4 L.9-10.5 L.9-10.6
	<b>Ancillary (Review)</b>	RL.9-10.1 RL.9-10.4 RL.9-10.6 RL.9-10.7 RL.9-10.9	RI.9-10.2 RI.9-10.4	W.9-10.3 W.9-10.5 W.9-10.6	SL.9-10.2 SL.9-10.3	L.9-10.3

<b>Subject: ELA</b>	<b>Grade: 9</b>	<b>Unit 1</b>	<b>1<sup>st</sup> Marking Period</b>
<b>Focus Standards: Reading</b>		<b>Critical Knowledge and Skills</b>	
<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>RL.9-10.1.</p> <ul style="list-style-type: none"> <li>● Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.</li> </ul> <hr/> <p>RI.9-10.1.</p> <ul style="list-style-type: none"> <li>● Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.</li> </ul>	
<p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p>	<p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>	<p>RL.9-10.2.</p> <ul style="list-style-type: none"> <li>● Provides a statement of a theme or central idea of a text.</li> <li>● Provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text.</li> <li>● Provides an objective summary of a text.</li> </ul> <hr/> <p>RI.9-10.2.</p> <ul style="list-style-type: none"> <li>● Provides a statement of central idea(s) of a text.</li> <li>● Provides an analysis of the development of central idea(s) over the course of the text, including how the central idea emerges and is shaped and refined by specific details.</li> <li>● Provides an objective summary of a text.</li> </ul>	

<p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>RL.9-10.3.</p> <ul style="list-style-type: none"> <li>● Provides an analysis of how complex characters (those with multiple or conflicting motivations) develop over the course of a text.</li> <li>● Provides an analysis of how complex characters (those with multiple or conflicting motivations) interact with other characters over the course of the text.</li> <li>● Provides an analysis of how complex characters (those with multiple or conflicting motivations) advance the plot over the course of the text.</li> <li>● Provides an analysis of how complex characters (those with multiple or conflicting motivations) develop the theme over the course of the text.</li> </ul> <hr/> <p>RI.9-10.7.</p> <ul style="list-style-type: none"> <li>● Provides an analysis of various accounts of a subject told in different mediums (e.g. a person’s life story in both print and multimedia), including which details are emphasized in each account.</li> </ul>
<p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>		<ul style="list-style-type: none"> <li>● Identify key words and evaluate figurative meaning</li> <li>● Identify key words and evaluate connotative meaning</li> <li>● Critically examine how word choice impacts meaning</li> <li>● Critically examine how word choice impacts tone</li> <li>● Evaluate cumulative impact of word choice</li> <li>● Critically examine formal vs. informal tone</li> </ul>
<p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States,</p>		<ul style="list-style-type: none"> <li>● Provides an analysis of a particular point of view or cultural experience reflected in a work of literature from outside the United States.</li> </ul>

drawing on a wide reading of world literature.		
RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).		<ul style="list-style-type: none"> <li>● Provides an analysis of how an author draws on or transforms source material in a specific work.</li> </ul>
<b>Focus Standards: Writing</b>		<b>Critical Knowledge and Skills</b>



W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid 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).

- Develop a strong formal style appropriate for the task
- Maintain a tone that is free of bias
- Integrate multimedia when appropriate and effective
- Use relevant and sufficient facts, definitions, details, and quotes
- Use sources that are appropriate to task, audience, and purpose
- Choose precise words and domain-specific vocabulary
- Introduce a topic arranging ideas, concepts, and information to show interrelationships
- Format effectively
- Develop a topic
- Organize graphics
- Provide multimedia when useful
- Use transitions to link together the major sections of the text
- Write a concluding paragraph or section that supports the information presented
- Choose a formal style and objective tone
- Decide what organization is most effective for purpose, audience, and task
- Incorporate facts, definitions, details, quotations and other information as needed

<p>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.</p> <p>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.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> <li>● Use effective details using precise language</li> <li>● Create clear point(s) of view established through a narrator, provide characters, and present a situation</li> <li>● Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures</li> <li>● Provide a conclusion to the events they set out at the beginning of their narrative</li> </ul>
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>● Identify writing task type and its organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience appropriately</li> <li>● Understand and utilize appropriate style</li> </ul>
<p><b>Focus Standards: Speaking and Listening</b></p>	<p><b>Critical Knowledge and Skills</b></p>
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and</p>	<ul style="list-style-type: none"> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Refer to evidence from texts and other research</li> </ul>

<p>issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. 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.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Collaborate with peers</li> <li>● Set guidelines for class discussions</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in friendly discussions and decision-making activities</li> <li>● Reflect upon, evaluate and respond to comments made by peers during discussion</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> </ul>

	<ul style="list-style-type: none"> <li>● Engage as an active listener and participant</li> <li>● Use text/source to show fallibility within the speaker’s argument</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>● Present information clearly, concisely, and logically</li> <li>● Use correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> <li>● Speak with clear pronunciation</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.	<ul style="list-style-type: none"> <li>● Adapt speech delivery to audience and purpose</li> <li>● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>
<b>Focus Standards: Language</b>	<b>Critical Knowledge and Skills</b>
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;	<ul style="list-style-type: none"> <li>● Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively</li> <li>● Understand the differences between a phrase and a clause and how to effectively use</li> <li>● Identify and use various types of phrases and clauses</li> <li>● Vary sentence structure to convey specific meaning and interest in writing and presentation</li> </ul>

<p>noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses</li> <li>● Use a colon to introduce a list or quotation</li> <li>● Know and use standard English spelling conventions</li> </ul>
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>● Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>● Trace the etymology of words</li> <li>● Use context clues to derive word meaning ( connotation, denotation, word function and position)</li> </ul>

<p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Interpret and analyze the use of figurative language within a text</li> <li>● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)</li> </ul>
<p>L.9-10.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>● Acquire general academic words from content-specific written texts</li> </ul>
<p><b>Ancillary Standards</b></p>	
<p>n/a</p>	
<p><b>Formative Assessments</b></p>	<p><b>Summative Assessments</b></p>
<ul style="list-style-type: none"> <li>● Do nows</li> <li>● Quick writes</li> <li>● Close readings</li> <li>● Group reading (stopping to discuss elements)</li> <li>● Peardeck</li> <li>● Polling</li> <li>● Text Analysis Questions</li> </ul>	<ul style="list-style-type: none"> <li>● Test/Quiz</li> <li>● Paper</li> <li>● Recorded Response</li> <li>● Discussions</li> <li>● Seminar</li> <li>● Project</li> </ul>

<ul style="list-style-type: none"> <li>● Character analysis worksheet</li> <li>● Reader/Writer Journal</li> <li>● Conscientious Connector worksheet</li> <li>● Passage Purpose analysis worksheet</li> <li>● Silent discussions</li> <li>● Informal discussions</li> </ul>	
<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
<p>“The Lady, or the Tiger?” by Frank R. Stockton</p> <p>“The Most Dangerous Game” by Richard Connell</p> <p>“The Sniper” by Liam O’Flaherty</p> <p>“A Sound of Thunder” by Ray Bradbury</p> <p>“The Black Cat” by Edgar Allan Poe</p> <p>“The Cask of Amontillado” by Edgar Allan Poe</p> <p>“The Mask of the Red Death” by Edgar Allan Poe</p> <p>“Annabel Lee” by Edgar Allan Poe</p> <p>“Berenice” by Edgar Allan Poe</p> <p>“The Imp of the Perverse” by Edgar Allan Poe</p> <p>“Harrison Bergeron” by Kurt Vonnegut</p> <p>“Button Button” by Richard Matheson</p>	<ul style="list-style-type: none"> <li>● CommonLit</li> <li>● Actively Learn</li> <li>● Edpuzzle</li> <li>● PBS documentary on Poe</li> <li>● <i>His Hideous Heart</i>— Poe stories reimaged (modern telling)</li> <li>● Nonfiction articles that support elements in stories (i.e. sociopathic behavior to support “The Black Cat”, etc.)</li> <li>● Various stories from <i>Hope Nation</i> — offering different perspectives &amp; choice</li> <li>● Film adaptations of stories</li> <li>● Current event articles about reading and themes present in stories</li> <li>● TedTalks (specifically The Danger of a Single Story)</li> </ul>
<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● Historical Context from World History</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Literature has the power to make us more empathetic, more compassionate, more human.</li> <li>● Stories from around the world will broaden one’s horizons, while also helping to find commonality with those</li> </ul>	<ul style="list-style-type: none"> <li>● What is the danger of a single story?</li> <li>● Why is it problematic to only read stories from one homogenous group?</li> <li>● How much power do words hold?How can stories be mirrors?</li> <li>● How can stories be windows?</li> <li>● Why does reading matter?</li> <li>● How can perspective change a story?</li> <li>● Why is identity important?</li> </ul>

<p>seemingly different: thus exploring our common humanity.</p> <ul style="list-style-type: none"> <li>● Reading is a way to explore personal interests, answer important questions, satisfy one’s need for information, entertain and be entertained, and build understanding of the many dimensions of human experience.</li> <li>● Through stories we challenge assumptions, expand our understanding, and make connections with others.</li> <li>● Literature can reflect, clarify, criticize, and satirize the time, ideas, and cultures it depicts.</li> <li>● Critical readers question the text, consider various perspectives and look for the author’s bias in order to think, live and act differently.</li> <li>● Accomplished readers read from a wide range of literature/text, constructing meaning and in personal, interpretive, and critical ways.</li> <li>● All good literature reveals truths about the human experience that transcends its time.</li> <li>● Understanding the parts and devices of the short story builds analysis skills and enhances students’ reading of other genres.</li> <li>● Citing strong textual evidence helps determine what the text says explicitly and inferentially.</li> </ul>	<ul style="list-style-type: none"> <li>● Is conflict necessary?</li> <li>● How do we develop a sense of self?</li> <li>● How do we come to terms with an imperfect and contradictory society?</li> <li>● How do authors convey purpose and meaning in literature?</li> <li>● How does literature contribute to an understanding of ourselves and others?</li> <li>● How can voice change a story?</li> <li>● Why is it important to understand the time period in which a story is written?</li> <li>● How and why are social issues presented in a story?</li> <li>● How do examples of current social issues connect to social issues presented in a story?</li> <li>● How are literary devices effective?</li> <li>● What is the author’s overall purpose behind writing their story?</li> <li>● What are the elements of a short story?</li> <li>● What is plot?</li> <li>● What is point of view?</li> <li>● How is a story different through another character’s eyes?</li> <li>● How will using different points of view help you become a better reader?</li> <li>● How can I reflect on what makes characters do what they do?</li> <li>● What are theme, conflict, mood, figurative language, and symbolism?</li> <li>● How can strong textual evidence help a reader determine what a text says explicitly and inferentially?</li> <li>● How do readers determine the theme or main idea?</li> <li>● How do characters and ideas advance the plot?</li> <li>● What words or phrases contribute to meaning and tone?</li> <li>● How does the author convey his/her purpose?</li> <li>● What techniques are present in narrative writing that help to develop characters and drive the plot of the story?</li> <li>● How can the writing process contribute to effective writing?</li> <li>● In what ways do reliable sources validate an argument in speech or writing?</li> <li>● In what ways do speakers establish credibility?</li> </ul>
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<ul style="list-style-type: none"><li>● Theme and main idea are the messages a writer wants to convey to her or his audience.</li><li>● Development of characters and ideas advance the plot and develop the theme.</li><li>● Words and phrases in the text contribute to meaning and tone.</li><li>● Author’s choices regarding how to develop and relate elements of the story can impact the reader’s interpretation of a character.</li><li>● Informative/explanatory texts examine complex ideas and share historical information.</li><li>● Narrative writing expresses real or imagined experiences by using details that both drive the plot and develops characters</li><li>● Technology can be used to produce, share, and publish written works.</li><li>● Research projects incorporate evidence from a variety of sources in MLA format.</li><li>● The writing process involves writing routinely for a range of tasks, purposes and audiences.</li><li>● Revising and editing tailors writing for a specific purpose and audience.</li><li>● Effectively collaborating in discussion with peers allows for shared perspectives and new connections.</li><li>● Content knowledge and organization is essential when presenting information.</li></ul>	<ul style="list-style-type: none"><li>● How do conventions of the English language improve communication and discussion?</li></ul>
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<ul style="list-style-type: none"> <li>● To be effective, speakers need to adapt their speech to show awareness of their audience.</li> <li>● Knowledge of the English language (grammar, word choice, capitalization, punctuation, and spelling) is essential for communication and influence.</li> <li>● There are a variety of ways (context clues, Greek/Latin roots, dictionary) to determine the meaning of a word.</li> <li>● Word relationships can vary with the use of figurative language.</li> </ul>	
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<b>Differentiation &amp; Real World Connections</b>		
<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Opportunities for self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>

<b>IEP</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Read and write effectively for a variety of purposes</li> <li>● Speak effectively with a variety of audiences in an accountable manner</li> <li>● Use technology responsibly to create, research, synthesize, and communicate information fluently</li> <li>● Take responsibility for their own learning and behavior</li> </ul>		<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Collaboration</li> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>

<ul style="list-style-type: none"> <li>● Value human, cultural and natural diversity</li> </ul>	
<b>Integrating Technology</b>	
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>
<b>Career Education</b>	
<ul style="list-style-type: none"> <li>● Weekly Discussions: The value of reading, writing, language, and speaking skills in terms of college and workplace readiness</li> </ul>	<ul style="list-style-type: none"> <li>● Equity Discussions: Reading, writing, and discussing texts and current events that share a variety of voices and perspectives.</li> </ul>

<b>Subject: ELA</b>	<b>Grade: 9</b>	<b>Unit 2</b>	<b>2nd Marking Period</b>
<b>Focus Standards: Reading</b>		<b>Critical Knowledge and Skills</b>	
<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>RL.9-10.1.</p> <ul style="list-style-type: none"> <li>● Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.</li> </ul> <hr/> <p>RI.9-10.1.</p> <ul style="list-style-type: none"> <li>● Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.</li> </ul>	
<p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p>	<p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>RL.9-10.2.</p> <ul style="list-style-type: none"> <li>● Provides a statement of a theme or central idea of a text.</li> <li>● Provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text.</li> <li>● Provides an objective summary of a text.</li> </ul> <hr/> <p>RI.9-10.3.</p> <ul style="list-style-type: none"> <li>● Provides an analysis of how the author unfolds an analysis or series of ideas or events, including the order in which points are made.</li> <li>● Provides an analysis of how the author unfolds an analysis or series of ideas or events, including how they are introduced and developed.</li> </ul>	

		<ul style="list-style-type: none"> <li>● Provides an analysis of how the author unfolds an analysis or series of ideas or events, including the connections that are drawn between them.</li> </ul>
<p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>RL.9-10.9.</p> <ul style="list-style-type: none"> <li>● Provides an analysis of how an author draws on or transforms source material in a specific work.</li> </ul> <hr/> <p>RI.9-10.5.</p> <ul style="list-style-type: none"> <li>● Provides a detailed analysis of 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)</li> </ul>
<b>Focus Standards: Writing</b>		<b>Critical Knowledge and Skills</b>
<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.1.A. Introduce precise claim(s), distinguish the claim(s) from alternate or</p>		<ul style="list-style-type: none"> <li>● Use concise and effective language that supports the organization of the argument</li> <li>● Associate and correlate claim(s), counterclaim(s), reasons, and evidence</li> <li>● Maintain an appropriate style and tone for the task – omitting personal bias</li> <li>● Conclude with a paragraph or section that supports the</li> </ul>

<p>opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1.B. Develop claim(s) and counterclaims 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.</p> <p>W.9-10.1.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.</p> <p>W.9-10.1.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.</p> <p>W.9-10.1.E. Provide a concluding paragraph or section that supports the argument presented.</p>	<ul style="list-style-type: none"> <li>● Write argumentative texts that examine and communicate complex ideas, concepts, or information clearly and accurately</li> <li>● Understand how much evidence is needed to satisfactorily support a point</li> <li>● Treat claims and counterclaims equitably taking into account what the audience knows as well as what concerns they might have</li> <li>● Develop unity and consistency with words and structure</li> <li>● Use relevant and sufficient facts, definitions, details, and quotes</li> <li>● Use sources that are appropriate to task, audience, and purpose</li> <li>● Choose precise words and domain-specific vocabulary</li> <li>● Introducing a topic arranging ideas, concepts, and information to show interrelationships</li> <li>● Format effectively</li> <li>● Develop a topic</li> <li>● Organize graphics</li> <li>● Provide multimedia when useful</li> <li>● Use transitions to link together the major sections of the text</li> <li>● Write a concluding statement that supports the information presented</li> <li>● Choose a formal style and objective tone</li> <li>● Decide what organization is most effective for purpose, audience, and task</li> <li>● Determine how many facts, definitions, details, quotations and other information are needed</li> <li>● Use text evidence to develop analysis and enhance content of argument</li> </ul>
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>● Identify writing task type and its organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience appropriately</li> <li>● Understand and utilize appropriate style</li> </ul>

<p>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.</p>	<ul style="list-style-type: none"> <li>● Develop and use appropriate planning templates</li> <li>● Understand and utilize revision techniques</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Choose and evaluate various platforms</li> <li>● Link and cite multiple sources</li> <li>● Use various technological platforms to create and evaluate shared writing products</li> </ul>
<p><b>Focus Standards: Speaking and Listening</b></p>	<p><b>Critical Knowledge and Skills</b></p>
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. 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.</p>	<ul style="list-style-type: none"> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Collaborate with peers</li> <li>● Set guidelines for class discussions</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in friendly discussions and decision-making activities</li> <li>● Reflect upon, evaluate and respond to comments made by peers during discussion</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> </ul>



<p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>● Evaluate the credibility and accuracy of each source</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>● Present information clearly, concisely, and logically</li> <li>● Use correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> <li>● Speak with clear pronunciation</li> </ul>
<p><b>Focus Standards: Language</b></p>	<p><b>Critical Knowledge and Skills</b></p>

<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively</li> <li>● Understand the differences between a phrase and a clause and how to effectively use</li> <li>● Identify and use various types of phrases and clauses</li> <li>● Vary sentence structure to convey specific meaning and interest in writing and presentation</li> </ul>
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses</li> <li>● Use a colon to introduce a list or quotation</li> <li>● Know and use standard English spelling conventions</li> </ul>
<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> <li>● Apply knowledge of language to understand how language functions in different situations</li> <li>● Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>● Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> </ul>
<p>L.9-10.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading,</p>	<ul style="list-style-type: none"> <li>● Acquire general academic words from content-specific written texts</li> </ul>

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.	
<b>Ancillary Standards</b>	
RL.3, RL.4, RI.2, W.2, SL.3, SL.5, SL.6, L.4, L.5	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Do nows</li> <li>● Quick writes</li> <li>● Close readings</li> <li>● Group reading (stopping to discuss elements)</li> <li>● Peardeck</li> <li>● Polling</li> <li>● Partner/group work</li> <li>● Text Analysis Questions</li> <li>● Silent discussions</li> <li>● Informal discussions</li> <li>● Mini Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Test/Quiz(zes)</li> <li>● Paper(s) (narrative &amp; analytical)</li> <li>● Recorded Response(s)</li> <li>● Discussions</li> <li>● Seminar</li> <li>● Project (independent and group)</li> <li>● Presentation</li> </ul>
<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
<i>Animal Farm</i> by George Orwell	<ul style="list-style-type: none"> <li>● <i>The Last Word</i> by Matthew Arnold</li> <li>● <i>The Freedom of the Press</i> by George Orwell</li> <li>● “Holodomor: Memories of Ukraine’s silent massacre” by David Stern</li> <li>● <i>The Blinding Sun: An Introduction to Allegory</i> by Thomas Pool</li> <li>● “The Golden Kite, the Silver Wind” by Ray Bradbury</li> <li>● <i>Total Control in North Korea</i> by Jessica McBirney</li> <li>● <i>The Third Wave</i> by CommonLit Staff</li> <li>● <i>Propaganda: Battling for the Mind</i> by Shelby Ostergaard</li> <li>● “Napoleon” by Miroslav Holub</li> <li>● Various videos about different economic systems</li> </ul>

	<ul style="list-style-type: none"> <li>● CommonLit</li> <li>● Actively Learn</li> <li>● Edpuzzle</li> <li>● Nonfiction articles that support elements in story</li> <li>● Various nonfiction about The Russian Revolution</li> <li>● Film adaptation of Animal Farm</li> <li>● Current event articles about reading and themes present in stories</li> <li>● TedTalks</li> </ul>
<b>Cross-Curricular Connections</b>	
Historical Context from World History	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● The basic storyline of <i>Animal Farm</i> is a metaphor for the Russian Revolution.</li> <li>● Language can be used to manipulate and mislead others; propaganda is a powerful way to influence people’s behavior and beliefs.</li> <li>● It is essential that citizens are educated, informed, and willing to speak out when they see those in power acting against the best interest of the people.</li> <li>● Satire is one of several effective rhetorical techniques, and has often been used as a social criticism or commentary.</li> <li>● Satire is used to call attention to</li> <li>● and ridicule the vices of man.</li> <li>● Word choice is a subtle way to shift tone.</li> <li>● Orwell’s works were a vehicle for social understanding.</li> <li>● Knowledge, like power, is sometimes abused.</li> </ul>	<ul style="list-style-type: none"> <li>● How does power change us?</li> <li>● Is it possible for a society to be truly equal?</li> <li>● Is the promise of equality worth the sacrifice of freedom?</li> <li>● How do the events and history of the novel connect to current events?</li> <li>● What is an allegory?</li> <li>● What is capitalism and communism?</li> <li>● Does socialism really bring about change?</li> <li>● How do current examples of socialism connect to the socialism presented in the novella?</li> <li>● How do the characters represent historical figures?</li> <li>● What was the Russian Revolution?</li> <li>● What is propaganda and how can it be used as a tool of social control?</li> <li>● Other than propaganda, what techniques do corrupt leaders use to establish and maintain power over people?</li> <li>● How do allegories reveal basic truths about society/life?</li> <li>● How is the idea of freedom seen in the book?</li> <li>● How is repression seen in the book?</li> <li>● What is the role of an individual in his/her society?</li> <li>● How does propaganda influence the actions of an individual?</li> <li>● What causes people to rise up and rebel?</li> </ul>

<ul style="list-style-type: none"> <li>● Language is used as an instrument of control.</li> <li>● All individuals have roles in their communities</li> <li>● Persuasive writing and speaking influences individual and community thought.</li> <li>● Literature can reflect, clarify, criticize, and satirize the time, ideas, and cultures it depicts.</li> <li>● Critical readers question the text, consider various perspectives and look for the author’s bias in order to think, live and act differently.</li> <li>● Accomplished readers read from a wide range of literature/text, constructing meaning and in personal, interpretive, and critical ways.</li> <li>● All good literature reveals truths about the human experience that transcends its time.</li> <li>● Citing strong textual evidence helps determine what the text says explicitly and inferentially.</li> <li>● Words and phrases in the text contribute to meaning and tone.</li> <li>● Author’s choices regarding how to develop and relate elements of the story can impact the reader’s interpretation of a character.</li> <li>● Informative/explanatory texts examine complex ideas and share historical information.</li> </ul>	<ul style="list-style-type: none"> <li>● What prevailing conditions cause revolt?</li> <li>● Should power be challenged?</li> <li>● Does responsibility come with knowledge?</li> <li>● How can satire give people a different perspective on the vices of man?</li> <li>● How can an author’s experiences inspire his/her writing?</li> <li>● How are people empowered by knowledge?</li> <li>● How does a topic sentence focus our writing?</li> <li>● How can the meaning of a quote be understood?</li> <li>● When is knowledge a dangerous thing?</li> <li>● How do I organize my writing?</li> <li>● How does power change people?</li> <li>● Why is it important to cite evidence to support ideas when writing?</li> <li>● What kinds of conflict arise out of an imbalance of power?</li> <li>● How do beliefs, ethics, or values influence success?</li> <li>● How do authors develop stories about communities to comment on human behavior?</li> <li>● What persuasive strategies do people use to influence their communities?</li> <li>● How can an individual's beliefs and actions impact a community?</li> <li>● How much power do words hold?</li> <li>● How do we come to terms with an imperfect and contradictory society?</li> <li>● How do authors convey purpose and meaning in literature?</li> <li>● How does literature contribute to an understanding of ourselves and others?</li> <li>● Why is it important to understand the time period in which a story is written?</li> <li>● How and why are social issues presented in a story?</li> <li>● How do examples of current social issues connect to social issues presented in a story?</li> <li>● How are literary devices effective?</li> <li>● What is the author’s overall purpose behind writing their story?</li> <li>● What are the elements of a short story?</li> <li>● What are theme, conflict, mood, figurative language, and symbolism?</li> <li>● How can strong textual evidence help a reader determine what a text says explicitly and inferentially?</li> </ul>
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<ul style="list-style-type: none"> <li>● Narrative writing expresses real or imagined experiences by using details that both drive the plot and develops characters</li> <li>● Research projects incorporate evidence from a variety of sources in MLA format.</li> <li>● The writing process involves writing routinely for a range of tasks, purposes and audiences.</li> <li>● Effectively collaborating in discussion with peers allows for shared perspectives and new connections.</li> <li>● Content knowledge and organization is essential when presenting information.</li> </ul>	<ul style="list-style-type: none"> <li>● What words or phrases contribute to meaning and tone?</li> <li>● How does the author convey his/her purpose?</li> <li>● In what ways do reliable sources validate an argument in speech or writing?</li> <li>● In what ways do speakers establish credibility?</li> </ul>
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<b>Differentiation &amp; Real World Connections</b>		
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<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Opportunities for self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>

<b>IEP</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
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<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Read and write effectively for a variety of purposes</li> <li>● Speak effectively with a variety of audiences in an accountable manner</li> <li>● Use technology responsibly to create, research, synthesize, and communicate information fluently</li> <li>● Take responsibility for their own learning and behavior</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Collaboration</li> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	

<ul style="list-style-type: none"> <li>• Value human, cultural and natural diversity</li> </ul>	
<b>Integrating Technology</b>	
<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Internet research</li> <li>• Online programs</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual collaboration and projects</li> <li>• Presentations using presentation hardware and software</li> </ul>
<b>Career Education</b>	
<ul style="list-style-type: none"> <li>• Weekly Discussions: The value of reading, writing, language, and speaking skills in terms of college and workplace readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Equity Discussions: Reading, writing, and discussing texts that share a variety of voices and perspectives.</li> </ul>

<b>Subject: ELA</b>	<b>Grade: 9</b>	<b>Unit 3</b>	<b>3rd Marking Period</b>
<b>Focus Standards: Reading</b>		<b>Critical Knowledge and Skills</b>	



<p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p>	<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>RL.9-10.2.</p> <ul style="list-style-type: none"> <li>● Provides a statement of a theme or central idea of a text.</li> <li>● Provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text.</li> <li>● Provides an objective summary of a text.</li> </ul> <hr/> <p>RI.9-10.4.</p> <ul style="list-style-type: none"> <li>● Identify key words and evaluate figurative meaning</li> <li>● Identify key words and evaluate connotative meaning</li> <li>● Critically examine how word choice impacts meaning</li> <li>● Critically examine how word choice impacts tone</li> <li>● Evaluate cumulative impact of word choice</li> <li>● Critically examine formal vs. informal tone</li> </ul>
<p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>RI.9-10.6. 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.</p>	<p>RL.9-10.3.</p> <ul style="list-style-type: none"> <li>● Provides an analysis of how complex characters (those with multiple or conflicting motivations) develop over the course of a text.</li> <li>● Provides an analysis of how complex characters (those with multiple or conflicting motivations) interact with other characters over the course of the text.</li> <li>● Provides an analysis of how complex characters (those with multiple or conflicting motivations) advance the plot over the course of the text.</li> <li>● Provides an analysis of how complex characters (those with multiple or conflicting motivations) develop the theme over the course of the text.</li> </ul> <hr/> <p>RI.9-10.6.</p> <ul style="list-style-type: none"> <li>● Provides an analysis of various accounts of a subject told in different mediums (e.g. a person’s life story in both print and multimedia), including which details are emphasized in each account.</li> </ul>

<p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p>	<p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p>	<p>RL.9-10.5.</p> <ul style="list-style-type: none"> <li>● Provides an analysis of how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</li> </ul> <hr/> <p>RI.9-10.8.</p> <ul style="list-style-type: none"> <li>● Provides a delineation of the argument and specific claims in a text.</li> <li>● Provides an assessment of whether the reasoning in the argument is valid.</li> <li>● Provides an assessment of whether the evidence is relevant and sufficient to support the claims.</li> <li>● Provides identification of false statements and fallacious reasoning.</li> </ul>
<p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>	<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>	<p>RL.9-10.7.</p> <ul style="list-style-type: none"> <li>● Provides an analysis of the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</li> </ul> <hr/> <p>RI.9-10.9.</p> <ul style="list-style-type: none"> <li>● Provides an analysis of seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedom’s speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</li> </ul>

Focus Standards: Writing	Critical Knowledge and Skills
<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.1.A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1.B. Develop claim(s) and counterclaims 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.</p> <p>W.9-10.1.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.</p> <p>W.9-10.1.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.</p> <p>W.9-10.1.E. Provide a concluding paragraph or</p>	<ul style="list-style-type: none"> <li>● Use concise and effective language that supports the organization of the argument</li> <li>● Associate and correlate claim(s), counterclaim(s), reasons, and evidence</li> <li>● Maintain an appropriate style and tone for the task – omitting personal bias</li> <li>● Conclude with a paragraph or section that supports the</li> <li>● Write argumentative texts that examine and communicate complex ideas, concepts, or information clearly and accurately</li> <li>● Understand how much evidence is needed to satisfactorily support a point</li> <li>● Treat claims and counterclaims equitably taking into account what the audience knows as well as what concerns they might have</li> <li>● Develop unity and consistency with words and structure</li> <li>● Use relevant and sufficient facts, definitions, details, and quotes</li> <li>● Use sources that are appropriate to task, audience, and purpose</li> <li>● Choose precise words and domain-specific vocabulary</li> <li>● Introducing a topic arranging ideas, concepts, and information to show interrelationships</li> <li>● Format effectively</li> <li>● Develop a topic</li> <li>● Organize graphics</li> <li>● Provide multimedia when useful</li> <li>● Use transitions to link together the major sections of the text</li> <li>● Write a concluding statement that supports the information presented</li> <li>● Choose a formal style and objective tone</li> <li>● Decide what organization is most effective for purpose, audience, and task</li> <li>● Determine how many facts, definitions, details, quotations and other information are needed</li> <li>● Use text evidence to develop analysis and enhance content of argument</li> </ul>

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 aid 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).

- Develop a strong formal style appropriate for the task
- Maintain a tone that is free of bias
- Integrate multimedia when appropriate and effective
- Use relevant and sufficient facts, definitions, details, and quotes
- Use sources that are appropriate to task, audience, and purpose
- Choose precise words and domain-specific vocabulary
- Introduce a topic arranging ideas, concepts, and information to show interrelationships
- Format effectively
- Develop a topic
- Organize graphics
- Provide multimedia when useful
- Use transitions to link together the major sections of the text
- Write a concluding paragraph or section that supports the information presented
- Choose a formal style and objective tone
- Decide what organization is most effective for purpose, audience, and task
- Incorporate facts, definitions, details, quotations and other information as needed

<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Identify writing task type and its organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience appropriately</li> <li>● Understand and utilize appropriate style</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information</li> </ul>
<p>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).</p>	<ul style="list-style-type: none"> <li>● Gather print and digital information</li> <li>● Assess credibility and accuracy of sources</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize quotes within writing to further claims</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>
<p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational</p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> <li>● Utilize evidence to support analysis, reflection, and research.</li> </ul>

Focus Standards: Speaking and Listening	Critical Knowledge and Skills
<p>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.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. 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.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Collaborate with peers</li> <li>● Set guidelines for class discussions</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in friendly discussions and decision-making activities</li> <li>● Reflect upon, evaluate and respond to comments made by peers during discussion</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas</li> </ul>

<p>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.</p>	<ul style="list-style-type: none"> <li>● Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>● Evaluate the credibility and accuracy of each source</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>● Engage as an active listener and participant</li> <li>● Use text/source to show fallibility within the speaker’s argument</li> </ul>
<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<ul style="list-style-type: none"> <li>● Adapt speech delivery to audience and purpose</li> <li>● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>
<p><b>Focus Standards: Language</b></p>	<p><b>Critical Knowledge and Skills</b></p>
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<ul style="list-style-type: none"> <li>● Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively</li> <li>● Understand the differences between a phrase and a clause and how to effectively use</li> <li>● Identify and use various types of phrases and clauses</li> <li>● Vary sentence structure to convey specific meaning and interest in writing and presentation</li> </ul>



<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p>	<ul style="list-style-type: none"> <li>● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses</li> <li>● Use a colon to introduce a list or quotation</li> <li>● Know and use standard English spelling conventions</li> </ul>
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>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.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>● Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>● Trace the etymology of words</li> <li>● Use context clues to derive word meaning ( connotation, denotation, word function and position)</li> </ul>

<p>L.9-10.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>● Acquire general academic words from content-specific written texts</li> </ul>
<p><b>Ancillary Standards</b></p>	
<p>RL.1, RL.4, RL.9, RI.1, RI.2, RI.7, W.3, W.5, W.6, SL.4, SL.5, L.3, L.5</p>	
<p><b>Formative Assessments</b></p>	<p><b>Summative Assessments</b></p>
<ul style="list-style-type: none"> <li>● Do nows</li> <li>● Quick writes</li> <li>● Close readings</li> <li>● Group reading (stopping to discuss elements)</li> <li>● Text Analysis Questions</li> <li>● Informal discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Paper(s)</li> <li>● Debate</li> <li>● Reader/writer journaling</li> <li>● Role-play (from the shoes of a background character)</li> <li>● Project</li> <li>● Recorded Response(s)</li> <li>● Discussions</li> <li>● Presentation</li> </ul>
<p><b>Suggested Primary Resources</b></p>	<p><b>Suggested Supplemental Resources</b></p>
<p><i>To Kill a Mockingbird</i> by Harper Lee</p>	<ul style="list-style-type: none"> <li>● <i>The Hate U Give</i> by Angie Thomas— to be read independently as a paired text by honors students; CP read excerpts of novel</li> <li>● Excerpts from <i>Just Mercy</i> by Bryan Stevenson</li> <li>● <i>An Overview of the Great Depression</i> by Jessica McBirne</li> <li>● <i>Equal Rights and the New Deal</i> by American Yawp</li> <li>● “We Wear the Mask” by Paul Laurence Dunbar</li> <li>● “Still I Rise” by Maya Angelou</li> <li>● Various criticism of novel</li> <li>● Video: <i>The Science Behind What Makes People Hate</i></li> <li>● Video: <i>Subconscious Racial Bias</i></li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Video: Relationships and Belonging</i></li> <li>● <i>Video: I Am NOT Black, You Are NOT White</i> by Price Ea</li> <li>● <i>Video: The importance of setting in a story</i> (Flocabulary)</li> <li>● <i>Video: What is point of view?</i> by Chungdahm Learning</li> <li>● <i>Video: Courtroom tour</i> by Jeffrey Roeth</li> <li>● “Ghosts of Mississippi “</li> <li>● “Autobiography of Miss Jane Pittman”</li> <li>● <i>Mob Mentality: The Brain Suppresses Personal Moral Code When In Groups</i></li> <li>● <i>LYNCHING: Violent punishment or execution, without due process, for real or alleged crimes</i></li> <li>● <i>The Scottsboro Boys</i> by Jessica McBirney</li> <li>● <i>President Obama’s Remarks on Trayvon Martin Ruling</i> by President Barack Obama</li> <li>● “If We Must Die” by Claude McKay</li> <li>● <i>The Importance of Historic Context in Analysis and Interpretation</i> by Grace Fleming</li> <li>● Printed photographs from Civil Rights texts</li> <li>● CommonLit</li> <li>● Actively Learn</li> <li>● IXL</li> <li>● Edpuzzle</li> <li>● PBS documentary on Harper Lee</li> <li>● <i>To Kill a Mockingbird</i> (various scenes for comparison)--graphic novel</li> <li>● Film adaptation of novel (1961)</li> <li>● Current event articles debating reading and themes present in stories</li> <li>● <i>Writing About Literature: Close Reading for Connotation, Denotation, and Rhetorical Devices</i></li> </ul>
<b>Cross-Curricular Connections</b>	
Historical Context from US History	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Having the capacity for tolerance, compassion, sympathy and empathy</li> </ul>	<ul style="list-style-type: none"> <li>● Is there still value in reading <i>To Kill a Mockingbird</i> in 2021?</li> <li>● How would this text be different if it were told from the perspective of a black narrator?</li> </ul>

<p>enhances the ability to see from another's perspective.</p> <ul style="list-style-type: none"> <li>● Spending time looking at, understanding, and creating tolerance for another's perspective is critical to understand humanity.</li> <li>● Individuals benefit from valuing the perspectives of others and seeing things through the eyes of others.</li> <li>● First-person narration is inherently unreliable, biased, and/or flawed.</li> <li>● There are often roles and expectations for individuals in society.</li> <li>● It's important to be exposed to both the reverence and criticism reviewers have given "classic" literature because such a range can inform a person's own evaluation of the novel.</li> <li>● By being exposed to thoughtful criticism, one will be able to better formulate their own critical response.</li> <li>● Coming to terms with reality versus perceptions is an aspect of maturity.</li> <li>● Individuals have the capacity for good and evil.</li> <li>● Prejudice, bias, and mistrust can hamper one's ability to be objective and fair.</li> <li>● The definition of courage is unique to each person's situation and circumstance.</li> <li>● We have an obligation in our society and in our communities to provide a voice for</li> </ul>	<ul style="list-style-type: none"> <li>● How can classic texts with outdated perspectives be used to understand current social issues?</li> <li>● What is an unreliable narrator?</li> <li>● How do memories shape our perceptions of the present?</li> <li>● How does a writer's background influence his/her work?</li> <li>● How does a time period influence an author's work?</li> <li>● How does a writer's style affect his/her purpose?</li> <li>● How does society influence and shape individuals?</li> <li>● How do the age, background, and characterization of the narrator influence our perception and understanding of the story?</li> <li>● How can economic problems change the way minority groups are treated?</li> <li>● Does every story have a hero?</li> <li>● Who was Jim Crow? What was the impact of the Jim Crow laws?</li> <li>● How does photography provide historical information?</li> <li>● What are tolerance, compassion, empathy and sympathy? How are these qualities important in understanding another?</li> <li>● How does <i>To Kill a Mockingbird</i> represent the American South in the 1930s?</li> <li>● What can a reader gain from looking at a story from another perspective?</li> <li>● Whose voice is missing in the novel? How does that impact the story?</li> <li>● What is the real meaning of courage?</li> <li>● What responsibilities do individuals have to protect the innocent?</li> <li>● Why is it necessary to understand the historical context of the texts we read?</li> <li>● Why is it important to be aware of our subconscious (implicit) biases?</li> <li>● What makes someone a hero?</li> <li>● What are the consequences of prejudice?</li> <li>● How are we shaped by the moral standards and values of adults, particularly of parents?</li> <li>● How are we changed by experiences and society?</li> <li>● How does a person develop a sense of right and wrong? What is the role of a person's family and community in their moral development?</li> <li>● How do expectations around race, gender, and class shape the way that people see themselves and the world around them?</li> </ul>
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<p>the innocent and those who would not otherwise have one.</p> <ul style="list-style-type: none"> <li>● Injustice and intolerance take many forms.</li> <li>● In the Jim Crow South, almost every aspect of a person’s life was determined by his or her race (as well as class and gender). Challenging or subverting norms of race could have serious—even deadly—consequences.</li> <li>● People’s perceptions of others are often strongly influenced by bias, prejudice, and stereotypes. It can be challenging to “unlearn” these beliefs.</li> <li>● It is important to extend generosity and empathy to all people to understand why they make the choices they do, even as we take a stand against the injustice they may perpetrate.</li> <li>● Connecting to relationships develops a strong sense of humanity.</li> <li>● People can and do think differently about the same things.</li> <li>● Literature has the power to make us more empathetic, more compassionate, more human.</li> <li>● Through stories we challenge assumptions, expand our understanding, and make connections with others.</li> <li>● Critical readers question the text, consider various perspectives and look for the</li> </ul>	<ul style="list-style-type: none"> <li>● How do different people respond when faced with injustice?</li> <li>● How much power do words hold?</li> <li>● Why is identity important?</li> <li>● How does literature contribute to an understanding of ourselves and others?</li> <li>● How do examples of current social issues connect to social issues presented in a story?</li> <li>● How can strong textual evidence help a reader determine what a text says explicitly and inferentially?</li> <li>● What techniques are present in narrative writing that help to develop characters and drive the plot of the story?</li> <li>● How can the writing process contribute to effective writing?</li> <li>● In what ways do reliable sources validate an argument in speech or writing?</li> <li>● In what ways do speakers establish credibility?</li> </ul>
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author's bias in order to think, live and act differently.

- All good literature reveals truths about the human experience that transcends its time.
- Citing strong textual evidence helps determine what the text says explicitly and inferentially.
- Development of characters and ideas advance the plot and develop the theme.
- Author's choices regarding how to develop and relate elements of the story can impact the reader's interpretation of a character.
- Informative/explanatory texts examine complex ideas and share historical information..
- Effectively collaborating in discussion with peers allows for shared perspectives and new connections.
- Content knowledge and organization is essential when presenting information.
- To be effective, speakers need to adapt their speech to show awareness of their audience.

### **Differentiation & Real World Connections**

<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Opportunities for self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>IEP</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>

<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Read and write effectively for a variety of purposes</li> <li>● Speak effectively with a variety of audiences in an accountable manner</li> <li>● Use technology responsibly to create, research, synthesize, and communicate information fluently</li> <li>● Take responsibility for their own learning and behavior</li> <li>● Value human, cultural and natural diversity</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Collaboration</li> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	
<b>Integrating Technology</b>		
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>	
<b>Career Education</b>		
<ul style="list-style-type: none"> <li>● Weekly Discussions: The value of reading, writing, language, and speaking skills in terms of college and workplace readiness</li> </ul>	<ul style="list-style-type: none"> <li>● Equity Discussions: Reading, writing, and discussing texts that share a variety of voices and perspectives.</li> </ul>	



<b>Subject: ELA</b>	<b>Grade: 9</b>	<b>Unit 4</b>	<b>4th Marking Period</b>
<b>Focus Standards: Reading</b>		<b>Critical Knowledge and Skills</b>	
<p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p>	<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>RL.9-10.2.</p> <ul style="list-style-type: none"> <li>● Provides a statement of a theme or central idea of a text.</li> <li>● Provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text.</li> <li>● Provides an objective summary of a text.</li> </ul> <hr/> <p>RI.9-10.1.</p> <ul style="list-style-type: none"> <li>● Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.</li> </ul>	
<p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>RL.9-10.3.</p> <ul style="list-style-type: none"> <li>● Provides an analysis of how complex characters (those with multiple or conflicting motivations) develop over the course of a text.</li> <li>● Provides an analysis of how complex characters (those with multiple or conflicting motivations) interact with other characters over the course of the text.</li> <li>● Provides an analysis of how complex characters (those with multiple or conflicting motivations) advance the plot over the course of the text.</li> </ul>	

		<ul style="list-style-type: none"> <li>● Provides an analysis of how complex characters (those with multiple or conflicting motivations) develop the theme over the course of the text.</li> </ul> <hr/> <p>RI.9-10.7.</p> <ul style="list-style-type: none"> <li>● Provides an analysis of various accounts of a subject told in different mediums (e.g. a person’s life story in both print and multimedia), including which details are emphasized in each account.</li> </ul>
RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).	RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.	<p>RL.9-10.5.</p> <ul style="list-style-type: none"> <li>● Provides an analysis of how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</li> </ul> <hr/> <p>RI.9-10.10.</p> <ul style="list-style-type: none"> <li>● Closely read various forms of literature independently and fluently, including stories, dramas, and poems</li> <li>● Demonstrate comprehension of various forms of literary text</li> <li>● Make connections among ideas and between texts</li> <li>● Consider a wider range of textual evidence</li> <li>● Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts</li> <li>● Monitor comprehension</li> <li>● Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text</li> </ul>
RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above		<ul style="list-style-type: none"> <li>● Closely read various forms of literature independently and fluently, including stories, dramas, and poems</li> <li>● Demonstrate comprehension of various forms of literary text</li> <li>● Make connections among ideas and between texts</li> <li>● Consider a wider range of textual evidence</li> </ul>

<p>with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p>		<ul style="list-style-type: none"> <li>● Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts</li> <li>● Monitor comprehension</li> <li>● Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text</li> </ul>
<p><b>Focus Standards: Writing</b></p>		<p><b>Critical Knowledge and Skills</b></p>

<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.1.A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1.B. Develop claim(s) and counterclaims 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.</p> <p>W.9-10.1.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.</p> <p>W.9-10.1.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.</p> <p>W.9-10.1.E. Provide a concluding paragraph or section that supports the argument presented.</p>	<ul style="list-style-type: none"> <li>● Use concise and effective language that supports the organization of the argument</li> <li>● Associate and correlate claim(s), counterclaim(s), reasons, and evidence</li> <li>● Maintain an appropriate style and tone for the task – omitting personal bias</li> <li>● Conclude with a paragraph or section that supports the</li> <li>● Write argumentative texts that examine and communicate complex ideas, concepts, or information clearly and accurately</li> <li>● Understand how much evidence is needed to satisfactorily support a point</li> <li>● Treat claims and counterclaims equitably taking into account what the audience knows as well as what concerns they might have</li> <li>● Develop unity and consistency with words and structure</li> <li>● Use relevant and sufficient facts, definitions, details, and quotes</li> <li>● Use sources that are appropriate to task, audience, and purpose</li> <li>● Choose precise words and domain-specific vocabulary</li> <li>● Introducing a topic arranging ideas, concepts, and information to show interrelationships</li> <li>● Format effectively</li> <li>● Develop a topic</li> <li>● Organize graphics</li> <li>● Provide multimedia when useful</li> <li>● Use transitions to link together the major sections of the text</li> <li>● Write a concluding statement that supports the information presented</li> <li>● Choose a formal style and objective tone</li> <li>● Decide what organization is most effective for purpose, audience, and task</li> <li>● Determine how many facts, definitions, details, quotations and other information are needed</li> <li>● Use text evidence to develop analysis and enhance content of argument</li> </ul>
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<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Identify writing task type and its organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience appropriately</li> <li>● Understand and utilize appropriate style</li> </ul>
<p>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).</p>	<ul style="list-style-type: none"> <li>● Gather print and digital information</li> <li>● Assess credibility and accuracy of sources</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize quotes within writing to further claims</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>
<p><b>Focus Standards: Speaking and Listening</b></p>	<p><b>Critical Knowledge and Skills</b></p>
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. 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.</p>	<ul style="list-style-type: none"> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Collaborate with peers</li> <li>● Set guidelines for class discussions</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in friendly discussions and decision-making activities</li> <li>● Reflect upon, evaluate and respond to comments made by peers during discussion</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> </ul>

<p>student developed rubric) and assign individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>● Present information clearly, concisely, and logically</li> <li>● Use correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> <li>● Speak with clear pronunciation</li> </ul>
<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<ul style="list-style-type: none"> <li>● Adapt speech delivery to audience and purpose</li> <li>● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>
<p><b>Focus Standards: Language</b></p>	<p><b>Critical Knowledge and Skills</b></p>

<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively</li> <li>● Understand the differences between a phrase and a clause and how to effectively use</li> <li>● Identify and use various types of phrases and clauses</li> <li>● Vary sentence structure to convey specific meaning and interest in writing and presentation</li> </ul>
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses</li> <li>● Use a colon to introduce a list or quotation</li> <li>● Know and use standard English spelling conventions</li> </ul>
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>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</p>	<ul style="list-style-type: none"> <li>● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>● Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>● Trace the etymology of words</li> <li>● Use context clues to derive word meaning ( connotation, denotation, word function and position)</li> </ul>

<p>of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>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.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Interpret and analyze the use of figurative language within a text</li> <li>● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)</li> </ul>
<p>L.9-10.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>● Acquire general academic words from content-specific written texts</li> </ul>
<b>Ancillary Standards</b>	
RL.1, RL.4, RL.6, RL.7, RL.9, RI.2, RI.4, W.3, W.5, W.6, SL.2, SL.3, L.3	



Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>● Do nows</li> <li>● Quick writes</li> <li>● Close readings</li> <li>● Group reading (stopping to discuss elements)</li> <li>● Peardeck</li> <li>● Polling</li> <li>● Text Analysis Questions</li> <li>● Informal discussions</li> <li>● Speech analysis</li> <li>● Analysis of extended metaphors</li> </ul>	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Thematic tracker</li> <li>● Scene performances</li> <li>● Recorded Response(s)</li> <li>● Discussions</li> <li>● Seminar</li> <li>● Project</li> <li>● Literature circle</li> </ul>
Suggested Primary Resources	Suggested Supplemental Resources
<p><i>Romeo and Juliet</i> by William Shakespeare</p>	<ul style="list-style-type: none"> <li>● Romeo and Juliet Movie (modern version)</li> <li>● No Fear Shakespeare</li> <li>● “Sonnet 18” by Shakespeare</li> <li>● TedTalk: "Hip-Hop &amp; Shakespeare?" by Akala</li> <li>● Video: <i>What is a foil?</i> by Shmoop</li> <li>● Video: <i>Shakespeare: Embedded Stage Directions</i> by Roving Knave</li> <li>● Video: <i>The Globe Theatre</i></li> <li>● "Mercutio's Queen Mab Speech"</li> <li>● <i>Should We Scoff at the Idea of Love at First Sight?</i> By James Kuzner</li> <li>● Video: <i>In on a secret? That's dramatic irony</i> by TED-ED</li> <li>● <i>Introduction to Tragedy &amp; The Tragic Hero</i> by Actively Learn</li> <li>● <i>Does 'Translating' Shakespeare into Modern English Diminish its Greatness?</i> by Sheila T Cavanagh</li> <li>● <i>Shakespeare's Life</i> by Folger Shakespeare Library</li> <li>● Crash Course Literature</li> <li>● CommonLit</li> <li>● Actively Learn</li> <li>● Edpuzzle</li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Romeo and Juliet</i> reimaged (modern retellings)</li> <li>● Current event articles about reading and themes present in play</li> </ul>
<b>Cross-Curricular Connections</b>	
Historical context to World History	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Shakespeare’s works are timeless.</li> <li>● Adult choices have adult consequences—even when those choices are made by children or teenagers.</li> <li>● Emotions can prompt poor decision making and behavior resulting in tragic consequences.</li> <li>● The presence of high emotion, a tragic hero who embodies a tragic flaw, and a catastrophic ending are the main tenets of a tragedy.</li> <li>● Shakespeare’s use of iambic pentameter, blank verse, inverted syntax, and sound devices help to create a lyrical and poetic quality in his works.</li> <li>● Regardless of time or place, literature can offer us a new perspective or let us see more clearly into ourselves.</li> <li>● Literature has the power to make us more empathetic, more compassionate, more human.</li> <li>● Stories from around the world will broaden one’s horizons, while also helping to find commonality with those</li> </ul>	<ul style="list-style-type: none"> <li>● Why is Shakespeare so prevalent in our culture?</li> <li>● How are the main themes in <i>Romeo and Juliet</i> developed over the course of the play?</li> <li>● How are Romeo and Juliet like teenagers today?</li> <li>● How can I understand the language of Shakespeare?</li> <li>● How does Shakespeare use wordplay to develop humor?</li> <li>● How does true love transcend barriers?</li> <li>● How does Shakespeare use his characters and plot lines to make statements about human nature and society?</li> <li>● Does love at first sight exist?</li> <li>● How do Romeo and/or Juliet bring suffering to the other characters in the play?</li> <li>● What are the effects of this suffering — on the plot, mood, audience, etc.?</li> <li>● Does changing the original language of a work affect its impact?</li> <li>● Does 'translating' Shakespeare into modern English diminish its greatness?</li> <li>● Why are some Shakespearean scholars opposed to translating his works into modern English?</li> <li>● What are the Six Traditional Characteristics of the Tragic Hero?</li> <li>● Is there such a thing as love at first sight?</li> <li>● Do teenagers have the ability to be “in love”?</li> <li>● Is “true love” able to be defined?</li> <li>● Are there forces in life in which people have no control?</li> <li>● Do differences bring people together or separate them?</li> <li>● Do parents play a key role in the decisions that children make?</li> <li>● Does your name define who you are and what others perceive about you?</li> </ul>

<p>seemingly different: thus exploring our common humanity.</p> <ul style="list-style-type: none"> <li>● Literature can reflect, clarify, criticize, and satirize the time, ideas, and cultures it depicts.</li> <li>● Critical readers question the text, consider various perspectives and look for the author’s bias in order to think, live and act differently.</li> <li>● Accomplished readers read from a wide range of literature/text, constructing meaning and in personal, interpretive, and critical ways.</li> <li>● All good literature reveals truths about the human experience that transcends its time.</li> <li>● Development of characters and ideas advance the plot and develop the theme.</li> <li>● Words and phrases in the text contribute to meaning and tone.</li> <li>● Author’s choices regarding how to develop and relate elements of the story can impact the reader’s interpretation of a character.</li> <li>● Effectively collaborating in discussion with peers allows for shared perspectives and new connections.</li> <li>● Word relationships can vary with the use of figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>● Can wanting something so much lead us to do things that are typically out of character?</li> <li>● What themes in Romeo and Juliet reappear in contemporary literature?</li> <li>● How do friends impact the choices one makes?</li> <li>● Is it better to seek revenge or find forgiveness?</li> <li>● How do social boundaries affect people’s interactions with others?</li> <li>● What is the difference between love and lust?</li> <li>● How do people’s decisions affect those around them?</li> <li>● What are the consequences of deception and misunderstandings?</li> <li>● How did Shakespeare's life experiences influence his work?</li> <li>● Why do authors use foils in their writing?</li> <li>● Who is most responsible for the tragedy in the play?</li> <li>● What factors contribute the most significantly to the tragic ending of the play?</li> <li>● What is comic relief? What is its purpose?</li> <li>● Why are embedded stage directions important for actors?</li> <li>● How can emotion be more powerful than reason?</li> <li>● What is a tragedy?</li> <li>● How does an author’s language enhance meaning and create effect?</li> <li>● How does a play differ from a novel and a short story?</li> <li>● Is conflict necessary?</li> <li>● How do we develop a sense of self?</li> <li>● How do we come to terms with an imperfect and contradictory society?</li> <li>● How do authors convey purpose and meaning in literature?</li> <li>● How does literature contribute to an understanding of ourselves and others?</li> <li>● Why is it important to understand the time period in which a story is written?</li> <li>● How do examples of current social issues connect to social issues presented in a story?</li> </ul>
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## Differentiation & Real World Connections

<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Opportunities for self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>IEP</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>

<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Read and write effectively for a variety of purposes</li> <li>● Speak effectively with a variety of audiences in an accountable manner</li> <li>● Use technology responsibly to create, research, synthesize, and communicate information fluently</li> <li>● Take responsibility for their own learning and behavior</li> <li>● Value human, cultural and natural diversity</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Collaboration</li> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	
<b>Integrating Technology</b>		
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>	
<b>Career Education</b>		
<ul style="list-style-type: none"> <li>● Weekly Discussions: The value of reading, writing, language, and speaking skills in terms of college and workplace readiness</li> </ul>	<ul style="list-style-type: none"> <li>● Equity Discussions: Reading, writing, and discussing texts that share a variety of voices and perspectives.</li> </ul>	

## Appendix A

Title: The Odyssey

Curricular Area(s): English I

Grade-Level Span: 9

**BIG IDEA:** The Odyssey is part of our literary heritage and global literary tradition.

**ENDURING UNDERSTANDING:** The hero and his journey cause the reader to question what makes a hero a hero; and the significance behind the journeys chosen in life.

**ESSENTIAL QUESTIONS:** Where did storytelling come from? Who are the Brothers Grimm? Who is Aesop and why are his fables significant? How do fables cross cultures in their interpretations and meanings? What parts comprise a fable? Who is Homer? What is a hero? Is Odysseus a hero? What is an epic, epic hero, epic hero cycle? How do I identify an epithet and a narrative drift? How do I connect Odysseus to contemporary heroes? How do the gods and goddesses of Greek myth control Odysseus' fate? How does the study of Greek myth connect to religion?

**ASSESSMENTS (Acceptable Evidence):** study guide, quizzes, Write your own Fable, Fairy Tale analysis, note-taking, tests, essays

**NJSLS:**

RL.9-10.1-10

L.9-10.1-6

SL.9-10.1-6

**INSTRUCTIONAL STRATEGIES  
OR GOALS**

**ACTIVITIES**

Lectures: Background on storytellers and fables: Brothers Grimm and stories; Aesop and fables What makes a hero? Elements of the epic Fatalism and the Greek Gods	Discussion, notes; select Brothers Grimm story; select fables by Aesop; create family tree of gods and goddesses; Who is Homer anyway? (Wksht)
Focus Lessons: Connecting lecture notes and personal notes to assigned reading	Examples of Odysseus' actions documented in Elements of the Epic Hero Cycle; Brainstorm ideas of what makes a hero and match with actions of Odysseus finally asking and answering "Is Odysseus a Hero?" Connect Odysseus' journey to modern example of hero's journey. Note lessons that can be learned through the reading of <i>The Odyssey</i> .
Independent Reads	Outside reading of Greek Myths; notes; discussion
Schema: review of sixth grade study of myth	Discussion of major gods
Viewing: <i>The Odyssey</i> / <i>O'Brother Where Art Thou?</i>	compare and contrast the story via t-chart with the movie
Talking Points: Should a reader leave a piece each time having learned something new or leave a piece having simply been entertained by it? What may have been the intentions of the Brothers Grimm and Aesop's pieces, teach a lesson or entertain? Or both? How do cultures rely on storytelling to pass information from one generation to the next? Do we select our journey or are we at the hands of fate? Can fate be overstepped? What are the consequences for not making your own choices and decisions?	Discussion; relevancy of the lessons to be learned and the entertainment value of the Brothers Grimm and Aesop; Fable analysis; Write your own Fable through a different point of view; Odysseus' journey and encounters – fate or choice? Evaluate the influence of Homer's hero on modern day literary heroes
Facilitate:	Read assigned selections of <i>The Odyssey</i>

**TOOLS AND RESOURCES:**

Selected readings of The Odyssey (Books 1, 5, 9-12, 22-24)

Study guide

Outside readings: Theseus and the Minotaur; The Creation Story

Movie: The Odyssey

Movie O’Brother Where Art Thou

**CREDITS (INCLUDING CONTACT INFORMATION):** K. Wilson, M. Kavanaugh

**COMMENTS:** Can be tied into the storytelling aspect with other fables and Animal Farm

**Reapproved June 2017**

**ed. K.Wilson 10/7/16**

**ed. C. Gidjunis 10/7/16**

**Appendix**

<b>Differentiation</b>	
<b>Enrichment</b>	<ul style="list-style-type: none"><li>● Utilize collaborative media tools</li><li>● Provide differentiated feedback</li><li>● Opportunities for reflection</li><li>● Encourage student voice and input</li><li>● Model close reading</li><li>● Distinguish long term and short term goals</li></ul>



<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> <li>● Graphic organizers</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
<b>21st Century Skills</b>	
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> <li>● Problem Solving</li> <li>● Communication</li> </ul>	

- Collaboration

### **Integrating Technology**

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software

Title: Speak

Curricular Area(s): Language Arts

Grade-Level Span: 9

**BIG IDEA:** Healing is a long and complicated process.

**ENDURING UNDERSTANDING:** No matter what happens to you, it's going to be OK.

**ESSENTIAL QUESTIONS:**

**How does the author use sarcasm?**

**How do I feel about high school?**

**How do I feel about myself?**

**When something bad happens, how can I handle it?**

**How do some people use silence to deal with things?**

**Why do we form cliques?**  
**How can art help to heal?**  
**Who can I turn to when I have a serious problem?**  
**What is depression?**  
**How do you know if someone is depressed?**

**ASSESSMENTS (Acceptable Evidence): study guides, essays, journals, open-ended questions, quizzes, tests, write short mystery**

**NJSLS:**  
 RL.9-10.1-10  
 L.9-10.1-6  
 SL.9-10.1-6

INSTRUCTIONAL STRATEGIES OR GOALS	ACTIVITIES
Focus Lessons: Characterization Use of quotations First impressions Methods of observation Connecting adages, poetry and art to experiences related to the novel	Notes Study Guide Practice Character traits and actions activities Illustrations Discussion of observations of sexual harassment Read and respond to selected poems, photography and artwork
Talking Points: What are the cliques in our school? Is there a place you can go to feel safe? Do you have outlets? What is the first day of school like? Do adults lie to you? What does it mean to be cool?	Discussion Journaling

<p>Are you free to speak your mind in school?  Have you ever felt like there two “yous” fighting inside you.  How does a good or bad home life affect you?  What do report cards really say about students?  Do adults understand teenagers?  What should we value in people?  What are some embarrassing moments in your life?  Do you think parents ignore what seem to be painfully obvious signs of problems?  Is it possible to completely block a traumatic event or will it eventually affect you?  Do people sometimes hold themselves back because, for whatever reason, it is too difficult to engage?  Do think people find it easier to jump to conclusions rather than digging for the truth?</p>	
<p>Schema:  Embarrassment  Sarcasm  Cliques  Friendship  Bad/good things about high school  Depression  Being closed off  Non verbal methods of communication  Self esteem</p>	<p>Discussion  Journaling</p>
<p>Viewing: Movie: <i>Speak</i></p>	<p>Notes and QAR</p>

**TOOLS AND RESOURCES:**

Novels, journals, paper, chalkboard, handouts, excerpt from *Diary of Anne Frank* (the good Anne vs. the bad Anne). Movies: *Speak*, Excerpts from *Girl Interrupted*, Poems: “Elephant in the Room,” “I’m Nobody, Who Are You?” Selected adages and quotes.

**CREDITS (INCLUDING CONTACT INFORMATION): Denise McGettigan, Sharon Carroll, Sue Andrew**

**COMMENTS: Attached are supplemental talking points/journal topics**

**Reapproved June 2017**

**Appendix**

<b>Differentiation</b>	
<b>Enrichment</b>	<ul style="list-style-type: none"><li>● Utilize collaborative media tools</li><li>● Provide differentiated feedback</li><li>● Opportunities for reflection</li><li>● Encourage student voice and input</li><li>● Model close reading</li><li>● Distinguish long term and short term goals</li></ul>

<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> <li>● Graphic organizers</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
<b>21st Century Skills</b>	
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> <li>● Problem Solving</li> <li>● Communication</li> </ul>	

- Collaboration

**Integrating Technology**

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software

**Audubon Public Schools**  
**Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills**  
**Written By: Lisa McGilloway, Beth Canzanese**  
**Reapproved June 2017**

**Course Title: English Language Arts    Unit Name: Writing - Narrative**  
**Grade Level: 9-10**

<p><b>Content Statements</b></p> <p>In this unit narrative writing skills will be refined. The craft of narrative writing will be explored through a wide variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of drafting, revising, and publishing</p>	<p><b>NJSLS:</b></p> <p>RL.9-10.1-10  W.9-10.3.4-8, 10  SL.9-10.1-6  L.9-10.1-6</p>
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<p>pieces in a range of different narrative formats for different audiences and purposes. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	
<p><b>Overarching Essential Questions</b></p> <p>What routines and materials will help me be a more effective and successful writer?</p> <p>What have I read that can act as a model for my own narrative writing? How can I craft my own narrative writing on these models?</p> <p>How do writers make decisions about the mechanics of writing? How can I incorporate these decisions into my own writing?</p> <p>How can I write about real or imagined experiences?</p>	<p><b>Overarching Enduring Understandings</b></p> <p>Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p> <p>Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.</p> <p>I can write about my real or imagined experiences by:</p> <ul style="list-style-type: none"> <li>● engaging and orienting the reader by setting out a problem, situation or observation; establishing one or more POVs; and introducing a narrator or characters</li> <li>● creating a smooth progression of events or experiences or events</li> <li>● using dialogue, description, reflection, multiple plot lines and pacing</li> <li>● using a variety of techniques to sequence events</li> <li>● using precise words, phrases telling details and sensory language</li> <li>● providing a conclusion that follows from and reflects on the experiences, events and characters</li> </ul>



Unit Essential Questions	Unit Enduring Understandings
<p>How can I work independently in Writing Workshop in a variety of ways that support effective writing such as:</p> <ul style="list-style-type: none"> <li>● Use a writer’s notebook?</li> <li>● Collect seeds and territories?</li> <li>● Know steps of writing process?</li> <li>● Use rubrics and graphic organizers to guide my writing?</li> <li>● Write for a sustained period?</li> <li>● Reflect on my own writing?</li> <li>● Conference with my peers and teachers?</li> <li>● Use touchstone and mentor texts?</li> <li>● Revise and edit pieces to make them more effective?</li> <li>● Develop a sense of voice in my own writing?</li> </ul> <p>What skills can I use to write narratives?</p> <ul style="list-style-type: none"> <li>● How can I use graphic organizers that help organize narrative story elements?</li> <li>● How can my personal experiences be incorporated into a narrative piece?</li> <li>● How can narrative writing be written in the 1<sup>st</sup> person? (myself) 3<sup>rd</sup> person? (others)</li> <li>● How can the ‘show don’t tell’ technique be used to make my narrative writing more descriptive?</li> <li>● How can the ‘magic of three’ technique be used to develop the plot of a narrative piece?</li> <li>● How can ‘snapshots’ and ‘thoughtshots’ be used to add detail to my writing?</li> <li>● How can I use the technique of “adding on” to make my writing more detailed?</li> </ul>	<p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p> <p>I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them.</p> <p>I can use texts that I read to help guide my own writing.</p> <p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p> <p>I can use my knowledge of spelling patterns to help me spell and read words.</p> <p>I can use authors as mentors when I write about real or imagined experiences</p>

<ul style="list-style-type: none"> <li>● How can I incorporate sensory images into my writing?</li> <li>● How can vivid verbs, adjectives, and adverbs be used to improve my writing?</li> <li>● What strategies can be used to create openings which ‘hook’ the reader and what strategies can be used for closings?</li> <li>● What are some ways that characters in narrative pieces can be described?</li> <li>● How can literary elements such as similes and metaphors be used to enhance my writing?</li> <li>● What decisions can I make about word choice and vocabulary to make the writing richer?</li> </ul>	
<p><b>Unit Rationale</b></p> <p>Writing involves both process and product. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in the narrative genre. Experiences in reading a variety of narrative texts and analyzing the author’s craft aid in the creation of a student’s own narrative piece. Elements of narrative writing can be also be used to help create pieces in which a writer may ‘speculate’ about what may happen in a fictional scenario.</p>	<p><b>Unit Overview</b></p> <p>In this unit students will refine the routines and behaviors of successful writers. They will read and analyze a variety of narrative texts in order to analyze the craft used by authors of this genre. These texts will provide authentic models for writing 3rd person narratives that will help develop the speculative writing required by standardized testing. Students will also expand the idea of a personal narrative into a personal essay in which a 1<sup>st</sup> person narrative helps illustrate a lesson learned.</p>
<p><b>Suggested Activities for Inclusion in Lesson Planning</b></p> <p>Read alouds, shared reading, and class discussion of touchstone texts with narrative elements  Whole group, small group, and individual analysis of touchstone narrative texts  Writer’s Notebook – collecting seeds and writing territories  Memoir Unit – write about a place, person or object  Dialogue Activities using cartoons</p>	

Show don't tell practice  
 eBooks and Google books for narrative texts  
 My Access Writing Program  
 use of word processing programs  
 Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.  
 ePortfolio  
 Substitute precise words for listed generalized words  
 Describe created settings and characters, with details -- justify, verbally, how the details are relevant  
 Convert transition words into transition phrases and then transition clauses  
 Personal Essay  
 Short story writing  
 Narratives in first and third person  
 Small Groups, then individually: create two plots that can be shown to be connected, verbally present  
 Whole Group, then individually: read short stories for multiple plot lines and various sequencing techniques

**Audubon Public Schools**  
**Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills**  
**Written By: Beth Canzanese**  
**Reapprove June 2017**

**Course Title: English Language Arts    Unit Name: Writing – Informational and Argument**

**Grade Level 9-10**

<b>Content Statements</b>	<b>NJSLS:</b>
In this unit evidence based writing skills will be further refined through a wide variety of reading and writing experiences in which a student will read informational texts, as well as primary and secondary documents,	RI.9-10 W.9-1.1-2, 4-10 L.9-10.1-6 SL.1-10.1-6

<p>carefully. The craft of writing in this way will also be honed through the experiences of drafting, revising, and publishing pieces in scholarly and, specifically Document Based Question (DBQ) formats across the curriculum. Students will continue to refine the process of examining and referencing opposing or alternate claims. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	
<p><b>Overarching Essential Questions</b></p> <p>What have I read that can act as a model for my document based writing? How can I craft my own DBQ based on these models?</p> <p>What is a document?</p> <p>What is a document based question (DBQ)?</p> <p>What is the purpose of writing about nonfiction text?</p> <p>How do I write in a scholarly way about information?</p> <p>How do writers make decisions about the mechanics of writing? How can I incorporate these decisions into my own writing?</p>	<p><b>Overarching Enduring Understandings</b></p> <p>Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p> <p>Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.</p> <p>I can answer DBQs by doing the following:</p> <ul style="list-style-type: none"> <li>● Read the question carefully</li> <li>● Read the assigned document(s)</li> <li>● Understand and recognize the reader’s or audience’s knowledge level and concerns</li> <li>● Maintain a formal style and objective tone</li> <li>● Write a thesis statement that represents a precise claim</li> <li>● Answer the question using clear reasons and relevant evidence from a credible source or from document</li> <li>● Establish clear relationships between my claims</li> </ul>

	<ul style="list-style-type: none"> <li>● Identify alternate or opposing claims (counterclaims)</li> <li>● Clarify the relationship between claims and reasons, reason and evidence and claims and counterclaims</li> <li>● Provide a connection between the document and its author, as well as the historical context</li> <li>● Write a strong concluding statement that follows form and supports the claim and arguments presented</li> </ul> <p>A document is a piece of written, printed, or electronic matter that provides information or evidence or that serves as an official record</p> <p>Writing about nonfiction text enables me to examine and convey complex ideas and concepts.</p> <p>I can write about informational text by doing the following:</p> <ul style="list-style-type: none"> <li>■ introduce the topic, organize complex information, ideas and concepts to make distinctions and connections</li> <li>■ develop the topic with well chosen, relevant facts, extended definitions, concrete details, quotations, and any other appropriate information</li> <li>■ use appropriate and varied transitions to link major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts</li> <li>■ use precise language and domain specific vocabulary</li> </ul>
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	<ul style="list-style-type: none"> <li>■ establish and maintain a formal style and objective tone that is aligned with the norms and conventions of the discipline in which I am writing</li> <li>■ provide a concluding statement or section that follows from and supports the information, implications and/or explanation presented</li> <li>■ use formatting and multimedia to enhance my work</li> </ul>
<p><b>Unit Essential Questions</b></p> <p>How can I answer a DBQ?</p> <ul style="list-style-type: none"> <li>● What is a claim?</li> <li>● What is an argument?</li> <li>● What is bias?</li> <li>● What is domain specific vocabulary?</li> <li>● What is the difference between an conventional essay opening and a thesis statement?</li> <li>● How can I determine if the information I have found is relevant?</li> <li>● What kind of words and phrases effectively clarify relationships among claims and reasons?</li> <li>● What style of writing should I used when answering a DBQ?</li> <li>● How can I craft a powerful closing that follows from the arguments I have presented?</li> </ul> <p>What is textual evidence?</p> <p>What is an extended definition?</p>	<p><b>Unit Enduring Understandings</b></p> <p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p> <p>I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them.</p> <p>I can use texts that I read as models to guide my own writing.</p> <p>A claim is a statement that has to be proven with valid and relevant facts,</p> <p>An argument is the evidence that supports the claim.</p> <p>Conventional openings are summaries of the body of the essay.</p> <p>A thesis statement is the presentation of a claim and a summary of the arguments that will be presented in the body of the response.</p>

<p>What reading skills do I need to refine in order to write about information or documents?</p> <p>What is rhetoric?</p>	<p>Bias is an inclination or prejudice for or against a person, group or idea.</p> <p>Domain specific vocabulary are words or phrases that are related to a particular subject.</p> <p>Textual evidence is used to support an argument. It is found by reading a text and then using the information in the form of a quote, paraphrase and/or description.</p> <p>A formal definition is a short, complete definition of a concrete object or idea. An extended definition is a definition of a complex set of objects or an idea and might involve identifying distinguishing characteristics and/or providing extra facts or information</p> <p>Rhetoric is the art of effective or persuasive speaking or writing; it is all about the language choices we make to persuade the reader.</p> <p>The following will help me to make a claim and write an effective response to a DBQ:</p> <ul style="list-style-type: none"> <li>● use graphic organizers</li> <li>● use techniques of successful authors who pose claims and present supporting arguments</li> <li>● carefully choose the domain specific, precise words and phrases</li> <li>● use documents and relevant research and informational text to support my claim</li> <li>● find alternate or opposing claims</li> <li>● determine relevance and accuracy by researching the author to discover the historical context in which he lives or lived; finding out</li> </ul>
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	<p>what experts in the related field have to say about the document and investigating the origin of the document and the website or publisher that is providing the text</p> <ul style="list-style-type: none"> <li>● organize my arguments</li> <li>● write in a formal style</li> <li>● make sure that my closing reminds the reader that I have successfully presented arguments that support the claim I made in my thesis statement</li> </ul> <p>In order to write about information or documents, I will need to:</p> <ul style="list-style-type: none"> <li>● cite strong and thorough textual evidence in order to analyze what the text says directly and what it says inferentially</li> <li>● provide an objective summary by determining a central idea and analyzing how it is introduced and developed by specific details</li> <li>● analyze how ideas, events and analysis are unfolded by sequence and their connection</li> <li>● determine the meanings of words in the text and study the cumulative impact of specific word choices on meaning and tone</li> <li>● analyze how the author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</li> <li>● determine the author’s POV or purpose in a text and analyze how an author uses rhetoric to advance that POV or purpose</li> <li>● where possible, examine the ways in which accounts of a subject can vary when conveyed by different mediums</li> <li>● delineate and evaluate the argument and specific claims in a text, assessing whether the</li> </ul>
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	reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning
<p><b>Unit Rationale</b></p> <p>We live in a world where opinions are expressed each day in the wealth of media that surrounds us. Sometimes those opinions are presented as factual claims. Students need to understand how and why writers craft document and evidence based pieces and they need to be able to identify the validity and accuracy of the arguments supporting claims.</p> <p>Students at this level must be prepared to find and acknowledge opposing or alternate claims. This analysis and understanding can be used to provide a model for document based writing. Additionally students need to develop an appreciation for the power of persuasive writing in their everyday lives through real world examples.</p>	<p><b>Unit Overview</b></p> <p>In this unit students will apply the routines, behaviors and strategies of successful readers and writers, They will read and analyze a variety of document based texts in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces. The ability to construct on demand writing pieces online will be emphasized as standardized test preparation.</p>
<p><b>Suggested Activities for Inclusion in Lesson Planning</b></p> <p>Read alouds, shared reading, and class discussion of touchstone texts with document based elements  Whole group, small group, and individual analysis of touchstone document based texts  Writer’s Notebook – collecting seeds ,writing territories, and document based pieces  eBooks and Google books for scholarly texts  use word processing programs  Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.  ePortfolio  No longer used  Evaluate documents for validity</p>	

Evaluate websites for credibility  
Read and compare/contrast persuasive texts and document based texts  
Practice writing claims in openings  
Research opposing and alternate claims for a particular topic  
Brainstorm possible arguments and what research would be needed to make them valid  
Keep a journal of domain specific vocabulary, as learned from reading documents  
Practice finding and communicating textual evidence, verbally and in writing  
Practice using rhetorical devices to persuade  
Practice writing conclusions about supporting arguments  
Write a claim, with supporting arguments including reference to alternate or opposing claims, domain specific vocabulary and a strong conclusion  
Research claims and counterclaims about an historical event or time period that is represented in a piece of grade appropriate literature; construct a claim of your own concerning the impact of history on events and people, using the research you found  
Read opposing or alternate reviews of a shared reading literary text; choose the one you feel has the strongest arguments to back its claim; explain your choice by comparing and contrasting arguments in both reviews.

ed/ K.Wilson 10/7/16