

Hillside Township School District

# Language Arts Curriculum

## Grade 9 College Preparation

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## **District Mission Statement**

The mission of the Hillside Public Schools is to ensure that all students at all grade levels achieve the New Jersey Student Learning Standards and make connections to real-world success. We are committed to strong parent-community-school partnerships, providing a safe, engaging, and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

## **Academic Area Overview**

The Hillside Township School District is committed to excellence. We believe that all children are entitled to an education that will equip them to become productive citizens of the twenty-first century. We believe that an education grounded in the fundamental principles of Language Arts will provide students with the skills and content necessary to become our future leaders.

Language Arts is an integral component in the development of every student. Their competence in this area corresponds to their success in other academic disciplines. As such, the program is rooted in promoting awareness of how literacy is integral to their goal attainment and advancement. They have opportunities to apply grammar concepts, writing objectives and textual analysis to project creation. Children have the chance to explore areas of interests, exercise inquiry and demonstrate knowledge by constructing unit artifacts. Their ingenuity and perspectives will be respected as they assess their work and that of their peers utilizing rubrics. They will work in an environment that encourages them to take compositional risks and embraces the writing process. Unit topics correspond to text selections; novels vary according to lexile levels. Honors and differentiated instruction books are noted accordingly with an *H and DI* designation.

Our program provides teachers with the support and resources to diversify methodology and consistently utilize technology in daily instruction. Teachers are scheduled to meet weekly by grade level to share planning ideas and classroom innovations. The expectation of excellence extends to the professional staff; our teachers are full of fresh ideas from approved development workshops and academic courses to provide students with the tools needed to maximize their potential.

## **Equality and Equity in Curriculum**

The Hillside Township School District ensures that the district's curriculum and instruction are aligned to the NJ Student Learning Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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## Lesson Information

Lesson Name: \_\_\_\_\_

Unit: \_\_\_\_\_

Date: \_\_\_\_\_

## Lesson Data

1. Essential Questions	
2. New Jersey Student Learning Standards (NJSLS)	
3. Objectives	<i>Students will be able to...</i>
4. Lesson Agenda	<ul style="list-style-type: none"><li>● <i>Do Now</i></li><li>● <i>Daily Activities</i></li><li>● <i>Materials (Incorporation of Technology)</i></li><li>● <i>Anticipated Timing</i></li></ul>
5. Assessment	<i>Evidence of student learning</i>
6. Homework	

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## Unit 1: Informative Reading (Suggested Theme: Coming of Age)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Reading expands understanding of the world, its people, and oneself</li> <li>• An effective interview is created through the use of in depth questioning that will result in elaborate discussion.</li> <li>• The elements used to create a character's emotions and choices in literature are the same as making real life interpretations.</li> <li>• Examination of an author's main idea provides the reader with multiple interpretations of a text as well as a broadened perspective on intended message.</li> <li>• Every culture distinguished the characteristics of becoming an adult differently.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the benefits of reading?</li> <li>• What makes an interview question effective?</li> <li>• How does analysis provide insight into character complexities both in literature and in real life?</li> <li>• What benefit does critical examination and consideration have on understanding text for message, purpose, and meaning?</li> <li>• How do different cultures frame ideas about becoming an adult?</li> </ul>
<b>NJSLS--Standards</b> <b>Knowledge -- Students will know how to...</b>	<b>NJ Progress Indicators</b> <b>Skills -- Students will be able to...</b>
<ul style="list-style-type: none"> <li>• <b>NJSLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• <b>NJSLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• <b>NJSLSA.R.3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>• <b>NJSLSA.R6.</b> Assess how point of view or purpose shapes the content and style of a text.</li> <li>• <b>NJSLSA.R7.</b> Integrate and evaluate content presented in diverse</li> </ul>	<ul style="list-style-type: none"> <li>• <b>RI.9-10.1.</b> Accurately 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.</li> <li>• <b>RI.9-10.2.</b> 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.</li> <li>• <b>RI.9-10.3:</b> 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.</li> <li>• <b>RI.9-10.6:</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that</li> </ul>

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media and formats, including visually and quantitatively, as well as in words.

- **NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- **NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **NJSLSA.W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **NJSLSA.L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- **Technology Standard: 8.1.12. F.1-2.** Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a

point of view or purpose.

- **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.
- **RI.9-10.10.** By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding with needed.
- **RL.9-10.1.** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- **RL.9-10.2.** Determine a theme or central idea and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
- **RL.9-10.3:** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RL.9-10.6.** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- **RL.9-10.7:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work.
- **RL.9-10.10.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- **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.
  - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
  - 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.

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project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.

- **Technology Standard: 8.2.12.D.CS3** -Assess the impact of products and systems.
- **Technology Standard: 8.2.12.D.6-** Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
- **21st Century Standard: CAEP.9.2.12.C.1-** Review career goals and determine steps necessary for attainment.
- **21st Century Standards: CAEP.9.2.12.C.5** - Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a style and tone appropriate to the audience and purpose while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding paragraph or section that supports the information or explanation presented.
- **W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.6.** Use technology, including the internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- **W.9-10.9.** Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- **W.9-10.10.** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
- **SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - 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.
  - Collaborate with peers to set rules for discussions; develop clear goals and assessment criteria and assign individual roles as needed.
  - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger

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	<p>ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <ul style="list-style-type: none"><li>○ Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of evidence and reasoning presented.</li></ul> <ul style="list-style-type: none"><li>● <b>L.9-10.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none"><li>○ Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.</li></ul></li><li>● <b>L.9-10.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none"><li>○ Spell correctly.</li></ul></li><li>● <b>L.9-10.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing from a range of strategies.<ul style="list-style-type: none"><li>○ Use context as a clue to the meaning of a word or phrase.</li></ul></li><li>● <b>8.1.12.F.1-2:</b> Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal, and/or social needs.</li></ul>
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## Unit 1: Informative Reading Pacing Chart Timeline: 5 Weeks

TOPICS	SUGGESTED PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	SUGGESTED RESOURCES INTERDISCIPLINARY CONNECTIONS
<ul style="list-style-type: none"> <li>• Rites of passage</li> <li>• Coming of age</li> <li>• Community</li> <li>• Textual Evidence</li> <li>• Summary</li> <li>• Author's Purpose</li> <li>• Theme</li> <li>• Parts of Speech</li> <li>• Punctuation</li> </ul>	<p><b>Technology Assignment:</b> Discuss the effects of social media on adulthood and how it affects teenagers as they deal with the struggles of coming of age.</p> <p><b>Venn diagram:</b> Create a venn diagram comparing three different rites of passage.</p> <p><b>Essay Topics:</b></p> <ul style="list-style-type: none"> <li>• How do rites of passage build community?</li> <li>• Explain how coming of age and/or rites of passage teach children the behaviors that are expected of adults.</li> </ul> <p><b>Dialectic Journal Entries:</b> Write various entries throughout the unit identifying elements of coming of age in literature and characteristics of rites of passage.</p> <p><b>Great Books Discussions:</b> Conduct small group or class discussion focusing on a text.</p> <p><b>Summary:</b> Write various summaries of the texts to show understanding.</p>	<p><b>Interdisciplinary Connect:</b> Social Studies: Buddhism, South Africa, various cultures around the world</p> <p><b>Suggested Materials</b></p> <p><b>Electronic Resources:</b></p> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.poetryfoundation.org">www.poetryfoundation.org</a></li> <li>• <a href="http://www.poemhunter.org">www.poemhunter.org</a></li> </ul> <p><u>History World</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ab77">www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ab77</a></li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• “Crocodile Scars” <a href="https://www.youtube.com/watch?v=oJDOh3VSoxQ">https://www.youtube.com/watch?v=oJDOh3VSoxQ</a></li> <li>• “Initiation with Ants” <a href="https://www.youtube.com/watch?v=ZGIZ-zUvotM">https://www.youtube.com/watch?v=ZGIZ-zUvotM</a></li> <li>• “Girl’s Rite of Passage” <a href="https://www.youtube.com/watch?v=5B3Abpv0ysM">https://www.youtube.com/watch?v=5B3Abpv0ysM</a></li> <li>• “Journey to Manhood” <a href="https://www.youtube.com/watch?v=uYdZImhoA9o">https://www.youtube.com/watch?v=uYdZImhoA9o</a></li> <li>• Subaru’s Legacy Jr. Commercial: <a href="https://www.youtube.com/watch?v=DgtxDqvPel">https://www.youtube.com/watch?v=DgtxDqvPel</a></li> <li>• “Identity Short Film” <a href="https://www.youtube.com/watch?v=ikGVWEvUzNM">https://www.youtube.com/watch?v=ikGVWEvUzNM</a></li> <li>• “21” by Patrick Roche</li> </ul>

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	<p><b>Interview:</b> Write questions and interview a family member about their responsibilities, coming of age, and perception of themselves as an adult.</p>	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=6LnMhy8kDiQ">https://www.youtube.com/watch?v=6LnMhy8kDiQ</a></li> <li>• “Time Lapse of Sunflower from Seed to Flower” <a href="https://www.youtube.com/watch?v=Z-iPp6yn0hw">https://www.youtube.com/watch?v=Z-iPp6yn0hw</a></li> </ul> <p><b>Material Selection:</b></p> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> <li>• <i>Siddhartha</i> by Hermann Hesse</li> <li>• “Where Are You Going, Where Have You Been” by Joyce Carol Oates: <a href="https://www.d.umn.edu/~csigler/PDF%20files/oates_going.pdf">https://www.d.umn.edu/~csigler/PDF%20files/oates_going.pdf</a></li> <li>• “Dead End” by Rudolfo Anaya: <a href="http://tnellen.com/westside/stories/deadend">http://tnellen.com/westside/stories/deadend</a></li> <li>• “In the Shadow of War” by Ben Okri from <i>Into the Widening World</i> Edited by John Loughery</li> </ul> <p><u>Nonfiction:</u></p> <ul style="list-style-type: none"> <li>• <i>Kaffir Boy</i> by Mark Mathabane</li> <li>• “Chapter 4” from <i>Long Walk to Freedom</i> by Nelson Mandela</li> </ul> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>• “If” by Rudyard Kipling</li> <li>• “Coming of Age” by James McDonald</li> <li>• “All the World’s a Stage” by William Shakespeare</li> <li>• “Oh, the Places You’ll Go” by Dr. Seuss</li> <li>• “Snowmen” by Light Such a Candle</li> <li>• “Incident” by Countee Cullen</li> <li>• Daedalus and Icarus <a href="http://readytogoebbooks.com/classics/Ovid-icarus.htm">http://readytogoebbooks.com/classics/Ovid-icarus.htm</a></li> </ul> <p><u>Articles</u></p> <ul style="list-style-type: none"> <li>• “Entering Adulthood - the Bar and Bat Mitzvah” by Aron Moss: <a href="http://www.chabad.org/library/article_cdo/aid/259492/jewish/Entering-Adulthood.htm">http://www.chabad.org/library/article_cdo/aid/259492/jewish/Entering-Adulthood.htm</a></li> <li>• “A Rite of Passage: How One Culture Celebrates a Young Girl’s Coming-of-Age” by Ashley Fielding: <a href="http://www.gainesvilletimes.com/archives/11293/">http://www.gainesvilletimes.com/archives/11293/</a></li> <li>• “Facing the Lion” by Maasai Warriors: <a href="http://www.maasai-association.org/lion.html">http://www.maasai-association.org/lion.html</a></li> <li>• “Head for Heights: Tribal Daredevils are just inches</li> </ul>
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		<p>from death during bizarre bungee-jumping ritual” by Ted Thornhill: <a href="http://www.dailymail.co.uk/news/article-2138837/Land-Diving-ritual-sees-tribesman-bungee-just-inches-ground.html">http://www.dailymail.co.uk/news/article-2138837/Land-Diving-ritual-sees-tribesman-bungee-just-inches-ground.html</a></p> <ul style="list-style-type: none"><li>• “Apak: North Baffin Island”: <a href="http://news.bbc.co.uk/2/hi/programmes/this_world/4270079.stm">http://news.bbc.co.uk/2/hi/programmes/this_world/4270079.stm</a></li><li>• “Rumspringa: Amish Teens Venture into Modern Ventures” by Tom Shachtman: <a href="http://www.npr.org/templates/story/story.php?storyid=5455572&amp;utm_source=npr_newsletter&amp;utm_medium=email&amp;utm_content=20151222&amp;utm_campaign=npr_email_a_friend&amp;utm_term=storyshare">http://www.npr.org/templates/story/story.php?storyid=5455572&amp;utm_source=npr_newsletter&amp;utm_medium=email&amp;utm_content=20151222&amp;utm_campaign=npr_email_a_friend&amp;utm_term=storyshare</a></li></ul> <p><b>Careers – Related to text used in unit</b></p>
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## Unit 2: Narrative Reading (Suggested Theme: Self/Identity)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Identity is influenced by various elements outside of the self.</li> <li>• Narratives can be enhanced by the incorporation of various writing techniques.</li> <li>• The author's purpose aides in understanding the theme of a work.</li> <li>• Themes are developed through various techniques utilized by the author.</li> <li>• Themes in literature can be applied to real-world situations.</li> <li>• Readers use ideas in literature to better understand the world in which they live.</li> <li>• Writers have a repertoire of techniques that they use to create realistic characters</li> </ul>	<ul style="list-style-type: none"> <li>• How do friends, family, and society influence identity?</li> <li>• What role does dialogue play in development of message in text?</li> <li>• How can description and reflection enhance a narrative? – How does point of view affect a text?</li> <li>• How are plot and conflict intertwined in narratives?</li> <li>• How do authors reveal their purpose?</li> <li>• How do authors develop themes?</li> </ul>
<b>NJSLS--Standards</b> <b>Knowledge -- Students will know how to...</b>	<b>NJ Progress Indicators</b> <b>Skills -- Students will be able to...</b>
<ul style="list-style-type: none"> <li>• <b>NJSLSA.R1:</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• <b>NJSLSA.R2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• <b>NJSLSA.R3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>• <b>NJSLSA.R4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative</li> </ul>	<ul style="list-style-type: none"> <li>• <b>RL.9-10.1:</b> 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.</li> <li>• <b>RL.9-10.2:</b> 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.</li> <li>• <b>RL.9-10.3:</b> 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.</li> <li>• <b>RL.9-10.4:</b> Determine the meaning of words and phrases as they</li> </ul>

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meanings, and analyze how specific word choices shape meaning or tone.

- **NJSLSA.R6:** Assess how point of view or purpose shapes the content and style of a text.
- **NJSLSA.R10:** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- **NJSLSA.W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **NJSLSA.W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **NJSLSA.W6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **NJSLSA.W7:** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- **NJSLSA.W8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- **NJSLSA.W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **NJSLSA.W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **NJSLSA.SL1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **NJSLSA.L1:** Demonstrate command of the conventions of standard

are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

- **RL.9-10.6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- **RL.9-10.10:** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- **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.
- **RI.9-10.2:** Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- **RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **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.
- **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.
- **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.
- **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.
  - 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

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<p>English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>● <b>NJSLSA.L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● <b>NJSLSA. L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>● <b>NJSLSA.L5:</b> Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>● <b>Technology Standard TECH.8.1.12.A.2</b> - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● <b>Technology Standard: 8.1.12.A.1:</b> Understand and use technology systems. Select and use applications effectively and productively.</li> <li>● <b>Technology Standard: 8.1.12.A.2:</b> - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● <b>21st Century Standard: CAEP.9.2.12.C.2:</b> - Modify Personalized Student Learning Plans to support declared career goals.</li> <li>● <b>21st Century Standard: CAEP.9.2.12.C.6:</b> - Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</li> </ul>	<p>events.</p> <ul style="list-style-type: none"> <li>○ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>○ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>○ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>○ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> <ul style="list-style-type: none"> <li>● <b>W.9-10.4:</b> 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.)</li> <li>● <b>W.9-10.5:</b> 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.</li> <li>● <b>W.9-10.6:</b> 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.</li> <li>● <b>W.9-10.7:</b> Conduct short as well as more sustained research projects to answer a 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.</li> <li>● <b>W.9-10.8:</b> 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.</li> <li>● <b>W.9-10.9:</b> Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</li> <li>● <b>W.9-10.10:</b> Write routinely over extended time frames (time for</li> </ul>
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	<p>research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <ul style="list-style-type: none"><li>● <b>SL.9-10.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.<ul style="list-style-type: none"><li>○ 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.</li><li>○ Collaborate with peers to set rules for discussions; develop clear goals and assessment criteria and assign individual roles as needed.</li><li>○ 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.</li><li>○ 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.</li></ul></li><li>● <b>L.9-10.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none"><li>○ Use parallel structure.</li><li>○ Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.</li></ul></li><li>● <b>L.9-10.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none"><li>○ Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li><li>○ Use a colon to introduce a list or quotation.</li><li>○ Spell correctly.</li></ul></li><li>● <b>L.9-10.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10</i></li></ul>
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	<p><i>reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"><li>○ Use context as a clue to the meaning of a word or phrase.</li><li>○ Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li></ul> <ul style="list-style-type: none"><li>● <b>L.9-10.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<ul style="list-style-type: none"><li>○ Interpret figures of speech in context and analyze their role in the text.</li><li>○ Analyze nuances in the meaning of words with similar denotations.</li></ul></li><li>● <b>8.1.12.A.1:</b> Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</li></ul>
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## Unit 2: Narrative Reading Pacing Chart Timeline: 6 Weeks

TOPICS	SUGGESTED PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLIN ARY CONNECTIONS
<ul style="list-style-type: none"> <li>• Characterization</li> <li>• Conflict</li> <li>• Narratives</li> <li>• Dialogue Format</li> <li>• Mythology</li> <li>• Memoir</li> <li>• Capitalization</li> </ul>	<p><b>Technology Assignment:</b> Using a website, create a digital portfolio that tracks your strengths, weaknesses, personal interests, career interests, etc.</p> <p><b>Narrative Writing Task Ideas:</b></p> <ul style="list-style-type: none"> <li>• Research a mythological creature. Write a narrative that modernizes the tale.</li> <li>• Write a narrative from the point of view of a character other than the protagonist.</li> <li>• Write a memoir of an important event in your life. Include all elements of a memoir, including reflective writing.</li> </ul> <p><b>Text Analysis:</b> Using the information regarding autism, identify key parts of the text that show that the protagonist in <i>The Curious Incident of the Dog</i> is autistic.</p> <p><b>Dialectic Journal Entries:</b> Write various entries focusing on the internal and external conflicts in the text.</p> <p><b>Great Books Discussions:</b> Conduct small</p>	<p><b>Interdisciplinary Connect:</b> Neurology, Psychology, Algebra, Mythology</p> <p><b><u>Suggested Materials</u></b></p> <p><b>Electronic Resources:</b></p> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.poetryfoundation.org">www.poetryfoundation.org</a></li> <li>• <a href="http://www.poemhunter.org">www.poemhunter.org</a></li> </ul> <p><u>Literature</u></p> <ul style="list-style-type: none"> <li>• The Literature Network: <a href="http://www.online-literature.com">www.online-literature.com</a></li> </ul> <p><u>History World</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.historyworld.net/wrldhis/plain%20texthistories.asp?historyid=ab77">www.historyworld.net/wrldhis/plain texthistories.asp?historyid=ab77</a></li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• “When Autism Grows Up” <a href="http://www.webmd.com/brain/autism/video/video-when-autism-grows-up">http://www.webmd.com/brain/autism/video/video-when-autism-grows-up</a></li> <li>• “5 Darkest Cases of Werewolves throughout History” <a href="https://www.youtube.com/watch?v=ZoSTr1_9lz8">https://www.youtube.com/watch?v=ZoSTr1_9lz8</a></li> </ul> <p><b>Material Selection:</b></p>

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	<p>group or class discussion focusing on a text.</p> <p><b>Essay Topics:</b></p> <ul style="list-style-type: none"> <li>• Characterize the protagonist in the text. Use textual evidence to show the traits the main character embodies.</li> <li>• In the poem, explain who the speaker is and how the author creates him/her.</li> </ul>	<p><u>Fiction:</u></p> <ul style="list-style-type: none"> <li>• <i>The Curious Incident of the Dog in the Night Time</i> by Mark Haddon</li> <li>• <i>Wereling</i> by Steve Feasey</li> <li>• <i>Chanda's Secrets</i> by Allan Stratton</li> </ul> <p><u>Nonfiction:</u></p> <ul style="list-style-type: none"> <li>• <i>The Moon by Night</i> by Madeleine L'Engle</li> <li>• <i>Gifted Hands</i> by Ben Carson</li> </ul> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>• "Mother to Son" by Langston Hughes</li> <li>• "Still I Rise" by Maya Angelou</li> <li>• "Please, Don't Take My Air Jordans" by Reg E. Gaines</li> <li>• "I Explain a Few Things" by Pablo Neruda</li> <li>• "The Diameter of the Bomb" by Yehuda Amichai</li> <li>• "Dulce et Decorum Est" by Wilfred Owen</li> <li>• "The War Works Hard" by Dunya Mikhail</li> <li>• "My Future" by Robert William Service</li> </ul> <p><u>Articles</u></p> <ul style="list-style-type: none"> <li>• "Autism Spectrum Disorder Fact Sheet"  <a href="https://www.ninds.nih.gov/Disorders/Patient-Caregiver-Education/Fact-Sheets/Autism-Spectrum-Disorder-Fact-Sheet">https://www.ninds.nih.gov/Disorders/Patient-Caregiver-Education/Fact-Sheets/Autism-Spectrum-Disorder-Fact-Sheet</a></li> <li>• "Autism--It's Different in Girls" by Maia Szalavitz  <a href="https://www.scientificamerican.com/article/autism-it-s-different-in-girls/">https://www.scientificamerican.com/article/autism-it-s-different-in-girls/</a></li> <li>• "The Kids Who Beat Autism" by Ruth Padawer  <a href="https://www.nytimes.com/2014/08/">https://www.nytimes.com/2014/08/</a></li> </ul>
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		<p><a href="#">03/magazine/the-kids-who-beat-autism.html?_r=0</a></p> <ul style="list-style-type: none"><li>• “The History of the Werewolf Legend” by Shelly Barclay <a href="http://www.historicmysteries.com/history-of-the-werewolf-legend/">http://www.historicmysteries.com/history-of-the-werewolf-legend/</a></li></ul> <p><b>Careers – Related to text used in unit</b></p>
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## Unit 3: Drama (Suggested Theme: Love)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Language can influence the way people view love.</li> <li>• Love can be expressed through language using a variety of forms and writing techniques.</li> <li>• An analysis of character allows readers to make personal connections to the text.</li> <li>• Universal themes can be found in various genres throughout history.</li> <li>• Theme is created through plot, characters, and structure.</li> <li>• Annotation allows a reader to discover deeper meaning in a text.</li> <li>• Test taking strategies are built through practice with critical reading and reading responses.</li> </ul>	<ul style="list-style-type: none"> <li>• What authentic benefit comes from literary character analysis?</li> <li>• Why is it important to annotate texts?</li> <li>• How does the construction of a love poem reflect its content thematically?</li> <li>• How do metaphors and similes influence and reflect the idea love?</li> <li>• How can critical reading and reading responses enhance test taking strategies for success?</li> </ul>
<b>NJSLS--Standards</b> <b>Knowledge -- Students will know how to...</b>	<b>Skills</b> <b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>• <b>NJSLSA.R1:</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• <b>NJSLSA.R2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• <b>NJSLSA.R3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>• <b>NJSLSA.R4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or</li> </ul>	<ul style="list-style-type: none"> <li>• <b>RL.9-10.1:</b> 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.</li> <li>• <b>RL.9-10.2:</b> 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.</li> <li>• <b>RL.9-10.3:</b> 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.</li> <li>• <b>RL.9-10.4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings;</li> </ul>

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tone.

- **NJSLSA.R6:** Assess how point of view or purpose shapes the content and style of a text.
- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **NJSLSA.R8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **NJSLSA.R9:** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **NJSLSA.R10:** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- **NJSLSA.W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **NJSLSA.W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **NJSLSA.W6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **NJSLSA.W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **NJSLSA.W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **NJSLSA.SL1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

analyze the cumulative impact of specific word choices on meaning and tone.

- **RL.9-10.6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- **RL.9-10.7:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work
- **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.
- **RL.9-10.10:** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- **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.
- **RI.9-10.2:** Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- **RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **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.
- **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.
- **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.
- **RI.9-10.8:** Describe and evaluate the argument and specific claims

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| <ul style="list-style-type: none"> <li>● <b>NJSLSA.SL2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● <b>NJSLSA.SL3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> <li>● <b>NJSLSA.SL4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>● <b>NJSLSA.SL5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>● <b>NJSLSA.SL6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>● <b>NJSLSA.L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● <b>NJSLSA.L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● <b>NJSLSA.L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>● <b>NJSLSA.L5:</b> Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>● <b>Technology Standard: 8.2.12.B.4:</b> The influence of technology on history.</li> <li>● <b>Technology Standard: 8.1.12.E</b> - Students apply digital tools to gather, evaluate, and use information.</li> <li>● <b>21st Century Standard: CAEP.9.2.12.C.4</b> - Analyze how economic conditions and societal changes influence employment trends and future education.</li> <li>● <b>21st Century Standard: CAEP.9.2.12.C.9</b> - Analyze the correlation between personal and financial behavior and employability.</li> </ul> | <p>in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <ul style="list-style-type: none"> <li>● <b>RI.9-10.9:</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, including how they relate in terms of themes and significant concepts.</li> <li>● <b>RI.9-10.10:</b> By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.</li> <li>● <b>W.9-10.1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.             <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> <li>○ Use transitions 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.</li> <li>○ Establish and maintain a style and tone appropriate to the audience and purpose while attending to the norms and conventions of the discipline in which they are writing.</li> <li>○ Provide a concluding paragraph or section that supports the argument presented.</li> </ul> </li> <li>● <b>W.9-10.4:</b> 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.)</li> <li>● <b>W.9-10.5:</b> Develop and strengthen writing as needed by planning,</li> </ul> |
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	<p>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>● <b>W.9-10.6:</b> 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.</li><li>● <b>W.9-10.9:</b> Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</li><li>● <b>W.9-10.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li><li>● <b>SL.9-10.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.<ul style="list-style-type: none"><li>○ 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.</li><li>○ Collaborate with peers to set rules for discussions; develop clear goals and assessment criteria and assign individual roles as needed.</li><li>○ 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.</li><li>○ 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.</li></ul></li><li>● <b>SL.9-10.2:</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of</li></ul>
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	<p>each source.</p> <ul style="list-style-type: none"><li>• <b>SL.9-10.3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</li><li>• <b>SL.9-10.4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</li><li>• <b>SL.9-10.5:</b> 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.</li><li>• <b>SL.9-10.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</li><li>• <b>L.9-10.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none"><li>○ Use parallel structure.</li><li>○ Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.</li></ul></li><li>• <b>L.9-10.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none"><li>○ Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li><li>○ Use a colon to introduce a list or quotation.</li><li>○ Spell correctly.</li></ul></li><li>• <b>L.9-10.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.<ul style="list-style-type: none"><li>○ Use context as a clue to the meaning of a word or phrase.</li><li>○ Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li></ul></li><li>• <b>L.9-10.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<ul style="list-style-type: none"><li>○ Interpret figures of speech in context and analyze their role in the text.</li><li>○ Analyze nuances in the meaning of words with similar denotations.</li></ul></li></ul>
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|  | <ul style="list-style-type: none"><li>• <b>8.2.12.B.4:</b> Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.</li></ul> |
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## Unit 3: Drama Pacing Chart Timeline: 6 Weeks

TOPICS	SUGGESTED PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
<ul style="list-style-type: none"> <li>• Static and dynamic characters</li> <li>• Foil</li> <li>• Shakespearean Sonnet</li> <li>• Petrarchan Sonnet</li> <li>• Argumentative Writing</li> <li>• Claim</li> <li>• Counterclaim</li> </ul>	<p><b>Technology Assignment:</b> Research special effects during the Renaissance. Explain how special effects have evolved over time in connection with audience's desires regarding entertainment.</p> <p><b>Argumentative Essay Topics:</b></p> <ul style="list-style-type: none"> <li>• Should individuals marry for love or look at other factors when choosing a spouse?</li> <li>• In <i>Romeo and Juliet</i>, who is responsible for the character's deaths? (DBQ assignment)</li> <li>• Does familial love create a stronger bond between individuals than marital love?</li> </ul> <p><b>Text Analysis:</b></p> <ul style="list-style-type: none"> <li>• Explain the static and dynamic characters in the text.</li> <li>• Using the primary text for an excerpt of <i>Romeo and Juliet</i>, write your own translation of the text and compare it to a published one.</li> <li>• Create a Venn diagram</li> </ul>	<p><b>Interdisciplinary Connect:</b> World History, Cinematography</p> <p><b><u>Suggested Materials</u></b></p> <p><b>Electronic Resources:</b></p> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.poetryfoundation.org">www.poetryfoundation.org</a></li> <li>• <a href="http://www.poemhunter.org">www.poemhunter.org</a></li> </ul> <p><u>Literature</u></p> <ul style="list-style-type: none"> <li>• The Literature Network: <a href="http://www.online-literature.com">www.online-literature.com</a></li> </ul> <p><u>History World</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ab77">www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ab77</a></li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• "The Hatfields and McCoys--A Documentary" <a href="https://www.youtube.com/watch?v=CCwe61LzjgI">https://www.youtube.com/watch?v=CCwe61LzjgI</a></li> </ul> <p><b>Material Selection:</b></p> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> <li>• <i>Romeo and Juliet</i> by William Shakespeare</li> <li>• <i>I'd Tell You I Love You, but Then I'd Have to Kill You</i> by Ally Carter</li> <li>• <i>The Love Curse of the Rumbaughs</i> by Jack Gantos</li> <li>• <i>Marley and Me: Life and Love for the World's Worst Dog</i> by John Grogan</li> </ul> <p><u>Nonfiction:</u></p>

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	<p>analyzing two sonnets.</p> <p><b>Debates:</b> Conduct debates on various topics to enhance skills used in argumentative writing.</p> <p><b>Great Books Discussions:</b> Conduct small group or class discussion focusing on a text.</p>	<ul style="list-style-type: none"> <li>Primary Source of original image for a speech from Romeo in <i>Romeo and Juliet</i>: <a href="http://www.folger.edu/sites/default/files/TM12%20-%20Primary%20Source%20Acad%20of%20Complements.pdf">http://www.folger.edu/sites/default/files/TM12%20-%20Primary%20Source%20Acad%20of%20Complements.pdf</a></li> </ul> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>“How do I love thee?” by Elizabeth Browning</li> <li>“Sonnet 130” by William Shakespeare</li> <li>“Love’s Philosophy” by Percy Shelley</li> <li>“To His Coy Mistress” by Andrew Marvell</li> <li>“Gli Occhi Di Ch' Io Parlai” by Petrarch</li> <li>“Sonnet 131” by Petrarch</li> </ul> <p><u>Articles</u></p> <ul style="list-style-type: none"> <li>“Love is Not Enough” by Mark Manson <a href="https://markmanson.net/love">https://markmanson.net/love</a></li> <li>“When Mothers Bully Back” by Susan Perabo <a href="https://www.nytimes.com/2017/03/10/style/modern-love-when-a-mom-bullies-back.html?rref=collection%2Fcolumn%2Fmodern-love&amp;action=click&amp;contentCollection=fashion&amp;region=stream&amp;module=stream_unit&amp;version=latest&amp;contentPlacements=9&amp;pgtype=collection&amp;_r=0">https://www.nytimes.com/2017/03/10/style/modern-love-when-a-mom-bullies-back.html?rref=collection%2Fcolumn%2Fmodern-love&amp;action=click&amp;contentCollection=fashion&amp;region=stream&amp;module=stream_unit&amp;version=latest&amp;contentPlacements=9&amp;pgtype=collection&amp;_r=0</a></li> <li>“Of Husband and Wife, who are so to be accounted” from <i>Of Domestic Duties</i> by William Gouge <a href="http://www.livingwaterschurch.ws/Books/books/Spurgeon%20C%20H/DOMESTICAL%20DUTIES%20part%201.pdf">http://www.livingwaterschurch.ws/Books/books/Spurgeon%20C%20H/DOMESTICAL%20DUTIES%20part%201.pdf</a></li> <li>“Special Effects” during Shakespeare’s era <a href="https://www.shakespearesglobe.com/uploads/files/2014/06/special_effects.pdf">https://www.shakespearesglobe.com/uploads/files/2014/06/special_effects.pdf</a></li> </ul> <p><b>Careers – Related to text used in unit</b></p>
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## Unit 4: Informative Writing (Suggested Theme: War)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• War not only impacts the lives of soldiers, but also the lives of the people who live on the land being fought over.</li> <li>• Thesis statements are essential to the focus and organization of a written work.</li> <li>• Reliable sources are crucial to providing validity in one's writing and perspective and beliefs.</li> <li>• The development of an author's/person's claim needs to be supported by various reliable sources.</li> <li>• Effects on the reader are created through the writer's choice in techniques for constructing the plot.</li> <li>• Understanding new vocabulary and figurative language is necessary in critical reading of a text.</li> <li>• Messages are conveyed verbally through speech, body language, and inflection for persuasion, purpose, message and audience.</li> <li>• Visual aids can be both beneficial and detrimental during a presentation.</li> <li>• The interpretation of informative articles broadens a person's understanding of a subject for perspective and understanding.</li> <li>• Conclusions are as vital as introductions to a message.</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways does war impact individuals both on the front lines and those on the cusp of the war zone?</li> <li>• Why is creating a thesis important in focused, purposeful discussions both written and oral?</li> <li>• How does one find and use appropriate sources?</li> <li>• What is the form and purpose of informative/explanatory text?</li> <li>• What techniques are used by authors to develop claims for a strong position?</li> <li>• In what circumstances are well developed positions essential in life?</li> <li>• What role does position play in war?</li> <li>• How is plot constructed and used to create mystery, tension or suspense?</li> <li>• What is the purpose of mystery, tension or suspense?</li> <li>• What elements contribute to effective messages when spoken?</li> <li>• How can visual aids be used effectively in message delivery?</li> <li>• How can visual aids weaken an intended message?</li> <li>• What benefit do scientific articles provide in information inquiry?</li> <li>• What literary and writing techniques can create a strong introduction and strong conclusion?</li> <li>• Under what circumstances do effective openings and closings strengthen purpose of message?</li> </ul>
<b>NJSLS--Standards</b> <b>Knowledge -- Students will know how to...</b>	<b>Skills</b> <b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>• <b>NJSLSA.R1:</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support</li> </ul>	<ul style="list-style-type: none"> <li>• <b>RL.9-10.1:</b> 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</li> </ul>

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conclusions drawn from the text.

- **NJSLSA.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **NJSLSA.R5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **NJSLSA.R9:** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **NJSLSA.R10:** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- **NJSLSA.W2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **NJSLSA.W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **NJSLSA.W6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **NJSLSA.W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **NJSLSA.W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **NJSLSA.SL1:** Prepare for and participate effectively in a range of

text leaves matters uncertain.

- **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
- **RL.9-10.4:** 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.
- **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time to create specific effects.
- **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.
- **RL.9-10.10:** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- **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.
- **RI.9-10.2:** Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- **RI.9-10.4:** 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.
- **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).
- **RI.9-10.9:** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, including how they relate in terms of themes and significant concepts.

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conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- **NJSLSA.SL2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **NJSLSA.SL4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **NJSLSA.SL5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **NJSLSA.SL6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- **NJSLSA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **NJSLSA.L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **NJSLSA.L3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **NJSLSA.L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- **NJSLSA.L.6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- **Technology Standard: 8.2.12.A.2:** The core concepts of

- **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.
- **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.
  - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
  - 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.
  - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - Establish and maintain a style and tone appropriate to the audience and purpose while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding paragraph or section that supports the information or explanation presented.
- **W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.6:** Use technology, including the Internet, to produce,

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technology.

- **Technology Standard: 8.1.12** - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- **Technology Standard: 8.1.12.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- **21st Century Standard: CAEP.9.2.12.C.8** - Assess the impact of litigation and court decisions on employment laws and practices.
- **21st Century Standard: CAEP.9.2.12.C.9** - Analyze the correlation between personal and financial behavior and employability.

share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- **W.9-10.9:** Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- **W.9-10.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
  - 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.
  - Collaborate with peers to set rules for discussions; develop clear goals and assessment criteria and assign individual roles as needed.
  - 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.
  - Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.9-10.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- **SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and

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	<p>audience.</p> <ul style="list-style-type: none"> <li>● <b>SL.9-10.5:</b> 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.</li> <li>● <b>SL.9-10.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</li> <li>● <b>L.9-10.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>○ Use parallel structure.</li> <li>○ Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.</li> </ul> </li> <li>● <b>L.9-10.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>○ Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>○ Use a colon to introduce a list or quotation.</li> <li>○ Spell correctly.</li> </ul> </li> <li>● <b>L.9-10.3:</b> Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening. <ul style="list-style-type: none"> <li>○ Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</li> </ul> </li> <li>● <b>L.9-10.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>○ Use context as a clue to the meaning of a word or phrase.</li> <li>○ Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li> </ul> </li> <li>● <b>L.9-10.6:</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> <li>● <b>8.2.12.A.2:</b> Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.</li> </ul>
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## Unit 4: Informative Writing

### Pacing Chart

Timeline: 5 Weeks

TOPICS	SUGGESTED PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
<ul style="list-style-type: none"> <li>● Presentation Skills</li> <li>● Research techniques</li> <li>● Using video as a resource</li> <li>● Imagery</li> </ul>	<p><b>Technology Assignment:</b></p> <ul style="list-style-type: none"> <li>● Investigate drone technology. Analyze the benefits and drawbacks of using drones. Explain the effect using drones can have on society as a whole. This could be completed as a research paper or presentation.</li> </ul> <p><b>Explanatory/Informative Essay Topics:</b></p> <ul style="list-style-type: none"> <li>● Identify the aspects of Nazi Germany in <i>The Boy in the Striped Pajamas</i> and explain how this knowledge creates suspense for the reader. Research may be required.</li> <li>● Using two texts, explain how war affects the individual.</li> </ul> <p><b>Text Analysis:</b></p> <ul style="list-style-type: none"> <li>● Compare the testimony of military drone operators to the response of the protagonist in <i>Ender's Game</i>.</li> </ul>	<p><b>Interdisciplinary Connect:</b> World History, Modern Technology, Holocaust, World War II</p> <p><b><u>Suggested Materials</u></b></p> <p><b>Electronic Resources:</b></p> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>● <a href="http://www.poetryfoundation.org">www.poetryfoundation.org</a></li> <li>● <a href="http://www.poemhunter.org">www.poemhunter.org</a></li> </ul> <p><u>Literature</u></p> <ul style="list-style-type: none"> <li>● The Literature Network: <a href="http://www.online-literature.com">www.online-literature.com</a></li> </ul> <p><u>History World</u></p> <ul style="list-style-type: none"> <li>● <a href="http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ab77">www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ab77</a></li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>● “Generation Kill: The American Soldiers Raised on Video Games and War Movies” <a href="https://www.youtube.com/watch?v=3y_5vxM8PYM">https://www.youtube.com/watch?v=3y_5vxM8PYM</a></li> <li>● “Drone Wars: The Gamers Recruited to Kill” (Excerpt from “Unmanned: America’s Drone Wars”) <a href="https://www.theguardian.com/news/video/2015/feb/02/drone-wars-gamers-recruited-kill-pakistan-video">https://www.theguardian.com/news/video/2015/feb/02/drone-wars-gamers-recruited-kill-pakistan-video</a></li> <li>● “Unmanned: America’s Drone Wars” (1 hour) <a href="https://www.youtube.com/watch?v=mpzk7OdbjBw">https://www.youtube.com/watch?v=mpzk7OdbjBw</a></li> </ul> <p><b>Material Selection:</b></p>

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	<p>How are their emotional responses similar/different?</p> <ul style="list-style-type: none"> <li>• Compare and contrast the experiences of the two boys in <i>The Boy in the Striped Pajamas</i>. How do their experiences shape their identities?</li> <li>• Identify imagery in one of the poems. Explain its purpose in the poem and how it affects the reader's experience regarding the poem.</li> </ul> <p><b>Presentation Ideas:</b></p> <ul style="list-style-type: none"> <li>• As in the text <i>Left for Dead</i>, research a particular event in a war that is not well-known. Gather information and present it to the class. Include why the men and/or women who participated in the event should be recognized.</li> </ul> <p><b>Great Books Discussions:</b> Conduct small group or class discussion focusing on a text.</p>	<p><u>Fiction:</u></p> <ul style="list-style-type: none"> <li>• <i>Sarah's Key</i> by Tatiana de Rosnay</li> <li>• <i>The Boy in the Striped Pajamas</i> by John Boyne</li> <li>• <i>The Wednesday Wars</i> by Gary D. Schmidt</li> <li>• <i>Ender's Game</i> by Orson Scott Card</li> <li>• "An Occurrence at Owl Creek Bridge" by Ambrose Bierce</li> <li>• "How to Tell a True War Story" by Tim O'Brien</li> <li>• "Civil Peace" by Chinua Achebe</li> <li>• "Prisoner of War" by Muna Fadhil</li> <li>• "The Sniper" by Liam O'Flaherty</li> </ul> <p><u>Nonfiction:</u></p> <ul style="list-style-type: none"> <li>• <i>Left for Dead: A Young Man's Search for Justice</i> by Pete Nelson</li> </ul> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>• "Dulce et Decorum Est" by Wilfred Owen</li> <li>• "The Son" by Clifford Dyment</li> <li>• "On Birds and Bugs" by Bai Juyi</li> <li>• "Frontier Soil" by Wei Chuang</li> </ul> <p><u>Articles</u></p> <ul style="list-style-type: none"> <li>• "Playing War: How the Military Uses Video Games" by Hamza Shaban  <a href="https://www.theatlantic.com/technology/archive/2013/10/playing-war-how-the-military-uses-video-games/280486/">https://www.theatlantic.com/technology/archive/2013/10/playing-war-how-the-military-uses-video-games/280486/</a></li> <li>• "Friday Essay: Video Games, Military Culture, and New Narratives of War" by Andrew Yip  <a href="http://theconversation.com/friday-essay-video-games-military-culture-and-new-narratives-of-war-71559">http://theconversation.com/friday-essay-video-games-military-culture-and-new-narratives-of-war-71559</a></li> </ul> <p><b>Careers – Related to text used in unit</b></p>
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## Unit 5: Narrative Writing (Suggested Theme: Adventure)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• People have different coping mechanisms when dealing with tragic events.</li> <li>• The setting of a story can provide insights into the plot of a story and create audience engagement.</li> <li>• Suspense is created by inferences and predictions and is a technique used to engage the audience.</li> <li>• Texts are written with specific audiences in mind.</li> </ul>	<ul style="list-style-type: none"> <li>• What factors might influence people's reactions in life and death circumstances?</li> <li>• How does setting influence the circumstances, events and plots?</li> <li>• How does an author's pacing in the writing/delivery of a text create a relationship with an audience?</li> <li>• How can writing exercises such as journaling generate ideas for more structured writing?</li> </ul>
<b>NJSLS--Standards</b> <b>Knowledge -- Students will know how to...</b>	<b>Skills</b> <b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>• <b>NJSLSA.R1:</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• <b>NJSLSA.R2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• <b>NJSLSA.R5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>• <b>NJSLSA.R7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as</li> </ul>	<ul style="list-style-type: none"> <li>• <b>RL.9-10.1:</b> 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.</li> <li>• <b>RL.9-10.2:</b> 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.</li> <li>• <b>RL.9-10.5:</b> Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time to create specific effects.</li> <li>• <b>RL.9-10.7:</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work</li> </ul>

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in words.

- **NJSLSA.R9:** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **NJSLSA.R10:** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- **NJSLSA.W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **NJSLSA.W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **NJSLSA.W6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **NJSLSA.W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **NJSLSA.W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **NJSLSA.SL1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **NJSLSA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **NJSLSA.L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **NJSLSA.L3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- **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.
- **RL.9-10.10:** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- **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.
- **RI.9-10.2:** Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- **RI.9-10.5:** 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).
- **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.
- **RI.9-10.9:** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, including how they relate in terms of themes and significant concepts.
- **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.
- **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.
  - 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.

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| <ul style="list-style-type: none"> <li>● <b>NJSLSA. L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>● <b>NJSLSA.L6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</li> <li>● <b>Technology Standard: 8.1.12.C.1:</b> Contribute to project teams to produce original works or solve problems.</li> <li>● <b>Technology Standard: 8.1.12.B.CS1:</b> Apply existing knowledge to generate new ideas, products, or processes.</li> <li>● <b>Technology Standard: 8.1.12.C.CS4:</b> Contribute to project teams to produce original works or solve problems.</li> <li>● <b>21st Century Standard: CAEP.9.2.12.C.6:</b> - Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</li> <li>● <b>21st Century Standard: CAEP.9.2.12.C.3:</b> Identify transferable career skills and design alternate career plans.</li> </ul> | <ul style="list-style-type: none"> <li>○ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>○ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>○ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>○ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> <li>● <b>W.9-10.4:</b> 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.)</li> <li>● <b>W.9-10.5:</b> 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.</li> <li>● <b>W.9-10.6:</b> 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.</li> <li>● <b>W.9-10.9:</b> Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</li> <li>● <b>W.9-10.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> <li>● <b>SL.9-10.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul> |
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	<p>topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> <li>○ Collaborate with peers to set rules for discussions; develop clear goals and assessment criteria and assign individual roles as needed.</li> <li>○ 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.</li> <li>○ 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.</li> </ul> <ul style="list-style-type: none"> <li>● <b>L.9-10.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>○ Use parallel structure.</li> <li>○ Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.</li> </ul> </li> <li>● <b>L.9-10.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>○ Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>○ Use a colon to introduce a list or quotation.</li> <li>○ Spell correctly.</li> </ul> </li> <li>● <b>L.9-10.3:</b> Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. <ul style="list-style-type: none"> <li>○ Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</li> </ul> </li> <li>● <b>L.9-10.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>○ Use context as a clue to the meaning of a word or phrase.</li> <li>○ Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li> </ul> </li> <li>● <b>L.9-10.6:</b> Acquire and use accurately general academic and</li> </ul>
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	<p>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>● <b>8.1.12.C.1:</b> Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</li></ul>
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## Unit 5: Narrative Writing

### Pacing Chart

Timeline: 7 Weeks

TOPICS	SUGGESTED PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
<ul style="list-style-type: none"> <li>• Suspense</li> <li>• Myth</li> <li>• Epic</li> <li>• Narrative Writing</li> <li>• Science Fiction</li> </ul>	<p><b>Technology Assignment:</b></p> <ul style="list-style-type: none"> <li>• Exploration can be timely and expensive. Choose a type of expedition, like space exploration or deep sea diving, and find a way to make it more accessible for the everyday adventurer.</li> </ul> <p><b>Narrative Writing Task Topics:</b></p> <ul style="list-style-type: none"> <li>• Rewrite a section of <i>The Odyssey</i> from the perspective of a character, who is not Odysseus.</li> <li>• Write a myth that shows a transformation.</li> <li>• Write the ending to “The Lady or the Tiger.”</li> <li>• Choose any character from the text and write a short piece of fan fiction.</li> </ul> <p><b>Text Analysis:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast “The Most Dangerous Game” to either <i>Treehouse of Horrors XVI</i> or the film version.</li> </ul>	<p><b>Interdisciplinary Connect:</b> World History, Geography, Space Exploration</p> <p><b><u>Suggested Materials</u></b></p> <p><b>Electronic Resources:</b></p> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.poetryfoundation.org">www.poetryfoundation.org</a></li> <li>• <a href="http://www.poemhunter.org">www.poemhunter.org</a></li> </ul> <p><u>Literature</u></p> <ul style="list-style-type: none"> <li>• The Literature Network: <a href="http://www.online-literature.com">www.online-literature.com</a></li> </ul> <p><u>History World</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ab77">www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ab77</a></li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>• “Treehouse of Horror XVI” (The Most Dangerous Game) <a href="https://www.youtube.com/watch?v=FD7CIrVpWqA">https://www.youtube.com/watch?v=FD7CIrVpWqA</a></li> <li>• “The Most Dangerous Game” <a href="https://www.youtube.com/watch?v=_DXLTw22HOQ">https://www.youtube.com/watch?v=_DXLTw22HOQ</a></li> <li>• “The Odyssey Books 9-10” <a href="https://www.youtube.com/watch?v=9Iz-65OGqHc">https://www.youtube.com/watch?v=9Iz-65OGqHc</a></li> </ul> <p><b>Material Selection:</b></p> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> <li>• “The Lady or the Tiger” by Frank Stockton</li> <li>• “The Most Dangerous Game” by Richard Connell</li> <li>• “Scylla and Minos” and “Scylla and Glaucus” by Ovid</li> </ul>



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	<p>Explain how the adaptation takes away from or adds to the original text.</p> <ul style="list-style-type: none"> <li>Explain how the author creates suspense in the text.</li> </ul> <p><b>Great Books Discussions:</b> Conduct small group or class discussion focusing on a text.</p>	<ul style="list-style-type: none"> <li>“The Sentinel” by Arthur C. Clarke <a href="http://youcanscience.com/sci-fi-friday-the-sentinel-by-arthur-c-clarke/">http://youcanscience.com/sci-fi-friday-the-sentinel-by-arthur-c-clarke/</a></li> <li><i>Begging for Change</i> by Sharon Flake</li> <li><i>The Odyssey</i> by Homer</li> <li><i>Jazmin’s Notebook</i> by Nikki Grimes</li> </ul> <p><u>Nonfiction:</u></p> <ul style="list-style-type: none"> <li><i>Shadow Divers</i> by Robert Kurson</li> </ul> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>“The Channel Swimmer” by Marriott Edgar</li> <li>“Death of a Cockroach” by Robert William Service</li> <li>“Jack Honest or The Widow and Her Son” by William Topaz McGonagall</li> </ul> <p><u>Articles</u></p> <ul style="list-style-type: none"> <li>“Astronaut Luca Parmitano’s Chilling First-Hand Account of His Mishap in Space” by Jason Major <a href="https://www.universetoday.com/104252/astronaut-luca-parmitanos-chilling-first-hand-account-of-his-mishap-in-space/">https://www.universetoday.com/104252/astronaut-luca-parmitanos-chilling-first-hand-account-of-his-mishap-in-space/</a></li> <li>“Space Station Journals” <a href="https://www.nasa.gov/mission_pages/station/expeditions/expedition18/journals_sandra_magnus.html">https://www.nasa.gov/mission_pages/station/expeditions/expedition18/journals_sandra_magnus.html</a></li> <li>“Buzz Aldrin Interview” <a href="http://teacher.scholastic.com/space/apollo11/interview.htm">http://teacher.scholastic.com/space/apollo11/interview.htm</a></li> </ul> <p><b>Careers – Related to text used in unit</b></p>
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## Unit 6: Argumentative Writing (Suggested Theme: Nature)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• The human experience requires change and evolution.</li> <li>• There is reciprocity between nature and man.</li> <li>• The media can be used to create awareness about environmental issues.</li> <li>• Tone in communication, both written and spoken, reveals and emphasizes message and purpose to audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is reading and writing stories an important aspect of humanity?</li> <li>• In what ways does man influence nature and vice versa?</li> <li>• In what ways does a writer's tone influence the audience's reception of and engagement with a text?</li> <li>• What role does language play in history and science?</li> </ul>
<b>NJSLS--Standards</b> <b>Knowledge -- Students will know how to...</b>	<b>Skills</b> <b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>• <b>NJSLSA.R1:</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• <b>NJSLSA.R2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• <b>NJSLSA.R5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>• <b>NJSLSA.R8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li> <li>• <b>NJSLSA.R10:</b> Read and comprehend complex literary and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>RL.9-10.1:</b> 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.</li> <li>• <b>RL.9-10.2:</b> 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.</li> <li>• <b>RL.9-10.5:</b> Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time to create specific effects.</li> <li>• <b>RL.9-10.10:</b> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</li> <li>• <b>RI.9-10.1:</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant</li> </ul>

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informational texts independently and proficiently with scaffolding as needed.

- **NJSLSA.W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **NJSLSA.W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **NJSLSA.W6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **NJSLSA.W7:** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- **NJSLSA.W8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- **NJSLSA.W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **NJSLSA.W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **NJSLSA.SL1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **NJSLSA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **NJSLSA.SL3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **NJSLSA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

- **RI.9-10.2:** Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- **RI.9-10.5:** 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).
- **RI.9-10.8:** Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- **RI.9-10.10:** By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.
- **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.
  - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims(s), counterclaims, reasons, and evidence.
  - 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.
  - Use transitions 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.
  - Establish and maintain a style and tone appropriate to the audience and purpose while attending to the norms and conventions of the discipline in which they are writing.

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| <ul style="list-style-type: none"> <li>● <b>NJSLSA.L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● <b>NJSLSA.L3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>● <b>NJSLSA.L6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</li> <li>● <b>Technology Standard: 8.2.12.B.5:</b> The influence of technology on history.</li> <li>● <b>Technology Standard: 8.2.12.D.6:</b> Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.</li> <li>● <b>21st Century Standards: CAEP.9.2.12.C.1:</b> Review career goals and determine steps necessary for attainment.</li> </ul> | <ul style="list-style-type: none"> <li>○ Provide a concluding paragraph or section that supports the argument presented.</li> <li>● <b>W.9-10.4:</b> 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.)</li> <li>● <b>W.9-10.5:</b> 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.</li> <li>● <b>W.9-10.6:</b> 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.</li> <li>● <b>W.9-10.7:</b> Conduct short as well as more sustained research projects to answer a 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.</li> <li>● <b>W.9-10.8:</b> 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.</li> <li>● <b>W.9-10.9:</b> Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</li> <li>● <b>W.9-10.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> <li>● <b>SL.9-10.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.             <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul> |
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	<p>topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"><li>○ Collaborate with peers to set rules for discussions; develop clear goals and assessment criteria and assign individual roles as needed.</li><li>○ 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.</li><li>○ 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.</li></ul> <ul style="list-style-type: none"><li>● <b>SL.9-10.3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</li><li>● <b>L.9-10.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none"><li>○ Use parallel structure.</li><li>○ Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.</li></ul></li><li>● <b>L.9-10.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none"><li>○ Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li><li>○ Use a colon to introduce a list or quotation.</li><li>○ Spell correctly.</li></ul></li><li>● <b>L.9-10.3:</b> Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.<ul style="list-style-type: none"><li>○ Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</li></ul></li><li>● <b>L.9-10.6:</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge</li></ul>
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	<p>when considering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"><li>● <b>8.2.12.B.5:</b> Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.</li></ul>
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## Unit 6: Argumentative Writing

### Pacing Chart

Timeline: 6 Weeks

TOPICS	SUGGESTED PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
<ul style="list-style-type: none"> <li>Text organization</li> <li>Primary Sources</li> <li>Secondary Sources</li> <li>Journaling</li> </ul>	<p><b>Technology Assignment:</b></p> <ul style="list-style-type: none"> <li>Using the Tsavo lions as a starting point, research the history of the railroad. What purpose did it originally serve? How did it affect the Native Americans and the environment? How can one use this information to prevent similar circumstances in developing countries today?</li> </ul> <p><b>Argumentative Essay Topics:</b></p> <ul style="list-style-type: none"> <li>Should the government be allowed to take a person's land through the guise of "eminent domain" in order to build highways, railroads, or other other infrastructure needs?</li> <li>Is it worth risking one's life everyday for a job? Think about the fishermen in <i>The Perfect Storm</i> or the astronauts.</li> </ul>	<p><b>Interdisciplinary Connect:</b> World History, Biology, Environmental Science, Geography</p> <p><b><u>Suggested Materials</u></b></p> <p><b>Electronic Resources:</b></p> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li><a href="http://www.poetryfoundation.org">www.poetryfoundation.org</a></li> <li><a href="http://www.poemhunter.org">www.poemhunter.org</a></li> </ul> <p><u>Literature</u></p> <ul style="list-style-type: none"> <li>The Literature Network: <a href="http://www.online-literature.com">www.online-literature.com</a></li> </ul> <p><u>History World</u></p> <ul style="list-style-type: none"> <li><a href="http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ab77">www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ab77</a></li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>"The Tsavo Lions: The Legendary Man-Eaters" <a href="https://www.youtube.com/watch?v=4eZ4jVecaio">https://www.youtube.com/watch?v=4eZ4jVecaio</a></li> </ul> <p><b>Material Selection:</b></p> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> <li>"The Scarlett Ibis" by James Hurst</li> <li>"The Lady or the Tiger" by Frank Stockton</li> <li><i>White Fang</i> by Jack London</li> <li><i>Congo</i> by Michael Crichton</li> </ul> <p><u>Nonfiction:</u></p> <ul style="list-style-type: none"> <li><i>The Perfect Storm</i> by Sebastian Junger</li> <li><i>Soul Surfer</i> by Bethany Hamilton</li> </ul>

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	<p><b>Text Analysis:</b></p> <ul style="list-style-type: none"> <li>Identify the imagery in the text. Explain how it portrays the setting of the story as well as creates the mood.</li> <li>Explain how the organization of the events in the text allows for better understanding of the author's purpose.</li> <li>How do primary sources, like journals, add to the understanding of a piece of fiction?</li> </ul> <p><b>Great Books Discussions:</b> Conduct small group or class discussion focusing on a text.</p>	<ul style="list-style-type: none"> <li><i>The Man Eaters of Tsavo</i> by Colonel Henry Patterson <a href="http://ezine.nitroexpress.info/NickuduFiles/Africa-PDF/Africa026.pdf">http://ezine.nitroexpress.info/NickuduFiles/Africa-PDF/Africa026.pdf</a></li> <li><i>Jungle: A Harrowing True Story of Survival</i> by Yossi Ghinsberg</li> <li><i>A Man on the Moon: Voyages of the Apollo Astronauts</i> by Andrew Chaikin</li> </ul> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>"On Summer" by Lorraine Hansbury</li> <li>"Tiger" by William Blake</li> <li>"Tsunami" by Bushra Khan</li> </ul> <p><u>Articles</u></p> <ul style="list-style-type: none"> <li>"The Environmental Impacts of Transportation" by Dr. Jean-Paul Rodrigue <a href="https://people.hofstra.edu/geotrans/eng/ch8en/conc8en/ch8c1en.html">https://people.hofstra.edu/geotrans/eng/ch8en/conc8en/ch8c1en.html</a></li> <li>"Africa's Road to Environmental Destruction" by Desiree Therre <a href="http://www.dw.com/en/global-ideas-infrastructure-africa-development-environmental-protection-poverty/a-18566109">http://www.dw.com/en/global-ideas-infrastructure-africa-development-environmental-protection-poverty/a-18566109</a></li> <li>"Eminent Domain" <a href="http://legal-dictionary.thefreedictionary.com/eminent+domain">http://legal-dictionary.thefreedictionary.com/eminent+domain</a></li> </ul> <p><b>Careers – Related to text used in unit</b></p>
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