



**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT  
OFFICE OF CURRICULUM AND INSTRUCTION  
ENGLISH DEPARTMENT CURRICULUM**

## **ENGLISH 1 & HONORS ENGLISH 1**

Grade Level: 9

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE: August 26, 2021**

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# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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English 1		
Course Description		
<p>In <i>English 1</i>, students will progress through five units, which delve into three types of writing and combine texts with rich, high-interest, skill-based writing products. Students will explore the art of storytelling, reading and writing about rich experiences. Next, students will analyze and develop the skill of informative writing, paying attention to author intent, intended audience, and clear communication. Then, students will develop their argumentative writing skills, learning how to create a solid claim while supporting it with strong and thorough evidence. Afterward, students relate the timeless themes presented in William Shakespeare's <i>Romeo and Juliet</i> to the modern experience. Finally, students will read longer fictional works to examine the coming-of-age archetype and how societal, cultural and historical experiences impact one's development. Writing and the analysis of writing is at the center of all FRHSD English courses.</p>		
Course Sequence and Pacing		
Unit Title	Unit Sections	Suggested Pacing
Unit 1: Informing Your Audience	1.1: A Guide To or a How To 1.2: Compare/Contrast 1.3: Cause and Effect with Visual Representation 1.4: Prewriting, Drafting, and Publishing	14 sessions
Unit 2: Telling a Good Story	2.1: Character and Point of View 2.2: Theme 2.3: Style 2.4: Utilizing Narrative Elements in Writing 2.5: Peer Review and Publishing	16 sessions
Unit 3: Defending Your Position	3.1: Rhetorical Situation 3.2: Claims / Counterclaims and Evidence 3.3: Writing an Evidence-Based Argument 3.4: Revising, Collaborating, and Publishing 3.5: Presentation of Argument	23 sessions
Unit 4: Modern Perspectives on Timeless Themes	4.1: Language and Tone (Poetry) 4.2: Setting the Stage 4.3: Exploring Thematic Ideas 4.4: Writing About Thematic Ideas	31 sessions
Unit 5: Coming of Age	5.1: Memories and Identity 5.2: Relationships and Interactions 5.3: Cultural, Societal, and Historical Impacts 5.4: Personal Essay: Shaping My Identity and Voice	29 sessions
Support Resources		
<p>Supporting resources and appendices for this curriculum are available. These include a Resource Catalog of standards-aligned activities, common formative assessment and interdisciplinary items for performance expectations and objectives in this course.</p> <ul style="list-style-type: none"> <li>English 1 Resource Catalog</li> <li><a href="#">Appendix A: Accommodations and Modifications for Various Student Populations</a></li> <li><a href="#">Appendix B: Assessment Evidence</a></li> <li><a href="#">Appendix C: Interdisciplinary Connections</a></li> <li><a href="#">Appendix D: ELA 2023 NJSL Crosswalk</a> <ul style="list-style-type: none"> <li>(*) indicates ELA 2023 NJSL</li> </ul> </li> </ul>		

<p>English 1</p> <p>Unit 1: Informing Your Audience</p> <p>Section 1.1 A Guide To or a How To</p>	<p>Suggested Pacing: 4 sessions</p>
<p><b>Anchor Standard:</b> W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><i>(*)W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p> <p><b>Unit Product 1, Section 1.4:</b> Using one of the methods of discourse (how to/guide to, comparison and contrast, cause and effect), write a one-two page informational article that includes formatting, graphics, and multimedia to aid comprehension (examples - an infographic, a poster, a chart or graph). <b>(HONORS 3-4 PARAGRAPHS)</b></p> <p><b>Section 1.1 A Guide To or a How To Core Texts for Section 1.1</b></p> <p>1. "Guide to Movie Snacks" by Stephen King, OR</p> <p>2. "How to Poison the Earth" by Linnea Saukko</p> <p><b>HONORS ADDITION</b></p> <p>1. "Sweet, Sour, and Resentful" by Firoozeh Dumas, OR</p> <p>2. "Chronicles of Ice" by Gretel Ehrlich Supplemental Texts</p>	
<p>NJSLS-ELA Anchor Standards</p>	
<p>W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><i>(*)W.IW.9–10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.</i></p>	
<p><b>Standards-Aligned-Daily Objectives.</b> Instruction and assessment will align to the following objectives:</p>	
<p>RI.9-10.3 [1] Identify organizational patterns.</p> <p>A. <i>chronological, description, visual/spatial</i></p> <p>B. <i>How to (directive process analysis)</i></p>	
<p>L.9-10.6 [1] Identify general academic and domain-specific words and phrases.</p>	
<p>L.9-10.4.A [1] Apply context clues to ascertain the meaning of a word or phrase.</p>	
<p>RI.9-10.3 [4] Analyze the author’s use of organizational patterns and techniques to connect ideas and communicate an overall message.</p>	
<p>RI.9-10.3 [H4] Analyze the author’s use of organizational patterns and techniques to connect ideas and communicate an overall message.</p> <p><b>A. EVALUATE HOW WRITERS MUST CONSIDER THE PERSPECTIVES, CONTEXTS, AND NEEDS OF THE INTENDED AUDIENCE WHEN MAKING CHOICES OF EVIDENCE, ORGANIZATION, AND LANGUAGE IN AN ARGUMENT BECAUSE AUDIENCES ARE UNIQUE AND DYNAMIC.</b></p>	
<p>RI.9-10.4 [3] Determine the meaning of figurative, connotative, and technical words and phrases.</p>	
<p>RI.9-10.5 [2] Determine the structure /text features of an informational passage.</p> <p>A. <i>Structure e.g. description, sequence/ instruction/ process, cause and effect, compare/contrast, problem/solution</i></p> <p>B. <i>Text features e.g headings and subheadings, specialized vocabulary, graphics and illustrations, etc.</i></p>	
<p>L.9-10.1.A [1] Define and identify parallel structure.</p> <p>A. <i>parallel structure may indicate or develop a relationship between elements of a text</i></p>	
<p>L.9-10.1.A [2] Incorporate parallel structure.</p>	
<p>L.9-10.1.A [3] Use parallel structure.</p>	
<p>W.9-10.2.A [4] Write informative/explanatory texts that demonstrate clear and accurate information.</p>	
<p>W.9-10.2.A [5] Write informative/explanatory texts that use effective selection, organization, and analysis of content.</p>	

<p>English 1</p> <p>Unit 1: Informing Your Audience</p> <p>Section 1.2 Compare/Contrast</p>	<p>Suggested Pacing: 3 sessions</p>
<p><b>Unit Product 1:</b> Write a 1-2 paragraph how to/guide to. (HONORS 3-4 PARAGRAPHS)</p> <p><b>Unit Product 2:</b> Write a 1-2 paragraph piece comparing and contrasting a topic of choice. (HONORS 3-4 PARAGRAPHS)</p> <p><b>Unit Product 3:</b> Write a 1-2 paragraph piece demonstrating a cause and effect relationship. (HONORS 3-4 PARAGRAPHS)</p> <p><b>Unit Product 4:</b> Using one of the methods of discourse (how to/guide to, comparison and contrast, cause and effect), write a one-two page informational article that includes formatting, graphics, and multimedia to aid comprehension (examples - an infographic, a poster, a chart or graph).</p> <p><b>Core Texts for Section 1.2</b></p> <ol style="list-style-type: none"> <li>1. "Fifty Years Ago, the Beatles Changed Our Music, Culture" by Leonard Pitts, OR</li> <li>2. "Neat People vs. Sloppy People," by Suzanne Britt, OR</li> <li>3. "Batting Clean-up and Striking Out" by Dave Barry (Bedford Reader) OR</li> <li>4. "Size 6: The Western Women's Harem" by Fatema Mernissi (Bedford Reader)</li> </ol>	
<p><b>NJSLS-ELA Anchor Standards</b></p>	
<p>W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><i>(*)W.IW.9-10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.</i></p>	
<p><b>Standards-Aligned-Daily Objectives.</b> Instruction and assessment will align to the following objectives:</p>	
<p>RI.9-10.3 [1] Identify organizational patterns.</p> <p><i>A. Compare/Contrast, including point-by-point and subject-by-subject</i></p>	
<p>SL.9-10.1.C [2] Compare and contrast opinions and facts posed by peers on the designated issue or topic.</p>	
<p>RI.9-10.3 [2] Identify paragraph development strategies</p> <p><i>A. example, analysis, description</i></p>	
<p>RI.9-10.3 [3] Examine how an author's strategies are used to introduce and develop points and connections drawn between them.</p>	
<p>RI.9-10.3 [H3] Examine how an author's strategies are used to introduce and develop points and connections drawn between them.</p> <p><i>A. EXPLAIN HOW DEVELOPING IDEAS THROUGH COMPARISON-CONTRAST, WRITERS PRESENT A CATEGORY OF COMPARISON AND THEN EXAMINE THE SIMILARITIES AND/OR DIFFERENCES BETWEEN THE OBJECTS OF THE COMPARISON. WHEN ANALYZING SIMILARITIES AND/OR DIFFERENCES, LIKE CATEGORIES OF COMPARISON MUST BE USED.</i></p>	
<p>RI.9-10.1 [2] Discuss details the text uses to support textual analysis.</p>	
<p>RI.9-10.2 [2] Identify specific details that support the development of the central idea as it emerges, is shaped, and refined.</p>	
<p>W.9-10.2.A [1] Identify complex ideas, appropriate formatting and supporting details.</p>	
<p>L.9-10.1.B [2] Choose the best type of sentence for signaling relationships among ideas.</p>	

English 1 Unit 1: Informing Your Audience Section 1.3 Cause and Effect with Visual Representation	Suggested Pacing: 3 sessions
<p><b>Unit Product 1:</b> Write a 1-2 paragraph how to/guide to. (HONORS 3-4 PARAGRAPHS)</p> <p><b>Unit Product 2:</b> Write a 1-2 paragraph piece comparing and contrasting a topic of choice. (HONORS 3-4 PARAGRAPHS)</p> <p><b>Unit Product 3:</b> Write a 1-2 paragraph piece demonstrating a cause and effect relationship. (HONORS 3-4 PARAGRAPHS)</p> <p><b>Unit Product 4:</b> Using one of the methods of discourse (how to/guide to, comparison and contrast, cause and effect), write a one-two page informational article that includes formatting, graphics, and multimedia to aid comprehension (examples - an infographic, a poster, a chart or graph).</p> <p><b>Core Texts for Section 1.3</b></p> <ol style="list-style-type: none"> <li>1. Live free and Starve (Bedford Reader) OR</li> <li>2. "Your Food Choices Affect Climate Change" by Janet Raloff (Commonlit)</li> </ol> <p><b>HONORS ADDITION</b></p> <ol style="list-style-type: none"> <li>1. "Plata o Plomo: Silver or Lead" by Marie Javdani (Bedford Reader), OR</li> <li>2. "The Rise and Fall of the Hit" by Chris Anderson (Bedford Reader)</li> </ol>	
NJSLS-ELA Anchor Standards	
<p>W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><i>(*)W.IW.9–10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</i></p>	
<p>W.9-10.2.F Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><i>(*)W.IW.9–10.2.F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</i></p>	
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
<p>RI.9-10.3 [1] Identify organizational patterns.</p> <p><i>A. Cause and Effect, starting with the causes, or reversing the pattern, starting with the effects</i></p>	
<p>RI.9-10.1 [4] Draw inferences from the text to support textual analysis.</p>	
<p>RI.9-10.1 [5] Cite strong and thorough textual evidence to support the text.</p>	
<p>RI.9-10.3 [3] Examine how an author’s strategies are used to introduce and develop points and connections drawn between them.</p>	
<p>RI.9-10.3 [4] Analyze the author’s use of organizational patterns and techniques to connect ideas and communicate an overall message.</p>	
<p>RI.9-10.3 [H4] Analyze the author’s use of organizational patterns and techniques to connect ideas and communicate an overall message.</p> <p><i>A. ANALYZE HOW WHEN DEVELOPING IDEAS THROUGH CAUSE-EFFECT, WRITERS PRESENT A CAUSE, ASSERT EFFECTS OR CONSEQUENCES OF THAT CAUSE, OR PRESENT A SERIES OF CAUSES AND THE SUBSEQUENT EFFECT(S).</i></p>	
<p>RI.9-10.5 [3] Analyze how an author uses a portion of the text to develop or refine an idea or claim.</p>	
<p>RI.9-10.10 [5] Comprehend craft and structure.</p>	
<p>W.9-10.8 [1] Recognize authoritative digital and print sources.</p>	
<p>W.9-10.8 [3] Assess the usefulness/authoritative print of each source in answering the research question.</p>	
<p>W.9-10.8 [6] Gather relevant information from multiple sources.</p>	
<p>W.9-10.8 [7] Integrate information into text selectively to maintain flow of ideas and avoid plagiarism.</p>	
<p>W.9-10.9.A [2] Draw evidence from key ideas and details as support for research.</p>	
<p>L.9-10.3 [2] Identify and understand various guidelines in style manuals.</p>	
<p>W.9-10.2.B [2] Write informative/explanatory texts that include relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and other information appropriate to the knowledge of the topic.</p>	

W.9-10.2.F [3] Write informative/explanatory texts to provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>English 1</b> <b>Unit 1: Informing Your Audience</b> <b>Section 1.4 Prewriting, Drafting, and Publishing</b>	<b>Suggested Pacing: 4 sessions</b>
<p><b>Unit Product 1:</b> Write a 1-2 paragraph how to/guide to. (HONORS 3-4 PARAGRAPHS)</p> <p><b>Unit Product 2:</b> Write a 1-2 paragraph piece comparing and contrasting a topic of choice. (HONORS 3-4 PARAGRAPHS)</p> <p><b>Unit Product 3:</b> Write a 1-2 paragraph piece demonstrating a cause and effect relationship. (HONORS 3-4 PARAGRAPHS)</p> <p><b>Unit Product 4:</b> Using one of the methods of discourse (how to/guide to, comparison and contrast, cause and effect), write a one-two page informational article that includes formatting, graphics, and multimedia to aid comprehension (examples - an infographic, a poster, a chart or graph).</p>	
<b>NJSLS-ELA Anchor Standards</b>	
<p>W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><i>(*)W.IW.9–10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.</i></p>	
<p>W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><i>(*)W.IW.9–10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</i></p>	
<p>W.9-10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><i>(*)W.IW.9–10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</i></p>	
<p>W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><i>(*)W.IW.9–10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</i></p> <p><i>(*)W.NW.9–10.3.D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</i></p>	
<p>W.9-10.2.F Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><i>(*)W.IW.9–10.2.F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</i></p>	
<b>Standards-Aligned-Daily Objectives.</b> Instruction and assessment will align to the following objectives:	
<p>L.9-10.3 [3] Recognize that the style of a written work should be appropriate to the discipline and writing type.</p>	
<p>W.9-10.2.A [6] Write informative/explanatory texts that include formatting, graphics, and multimedia when useful to aiding comprehension.</p>	
<p>W.9-10.2.B [2] Write informative/explanatory texts that include relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and other information appropriate to the knowledge of the topic.</p>	
<p>W.9-10.2.C [2] Write informative/explanatory texts that use appropriate and varied transitions.</p>	
<p>W.9-10.2.D [1] Write informative/explanatory texts that use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	
<p>W.9-10.2.F [3] Write informative/explanatory texts to provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	

SL.9-10.1.B [6] Follow agreed-upon guidelines for discussion <i>A. Writing Conferences with Peer and Teacher</i>
W.9-10.5 [1] Recognize how and when to revise, edit, rewrite, or try a new approach.
W.9-10.2.A [2] Determine the appropriate formatting, graphics, and multimedia to aid comprehension.
W.9-10.2.A [6] Write informative/explanatory texts that include formatting, graphics, and multimedia when useful to aiding comprehension.
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
Unit Product 1: Using one of the methods of discourse (how to/guide to, comparison and contrast, cause and effect), write a one-two page informational article that includes formatting, graphics, and multimedia to aid comprehension (examples - an infographic, a poster, a chart or graph). <b>(Honors 2-3 pages)</b>

English 1 Unit 2: Telling a Good Story Section 2.1 Character and Point of View	Suggested Pacing: 5 sessions
<p><b>Anchor Standard: 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.</b></p> <p><b><i>(*)W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></b></p> <p><b>Unit Product: 1-2 page narrative, fictional</b></p> <p><b>Core Texts for Unit 2 <a href="#">CLICK HERE</a></b></p>	
NJSLS-ELA Anchor Standards	
<p>W.9-10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p><b><i>(*)W.NW.9–10.3.A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</i></b></p>	
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
<p>RL.9-10.3 [1] Identify complex characters in the core text (<i>e.g. protagonist, antagonist</i>)</p> <p>RL.9-10.3 [2] Identify evidence in a text that makes a character complex.</p> <p><i>A. ID complex flat/static characters in the core text citing evidence from that text</i></p> <p><i>B. ID complex round/dynamic in the core text citing evidence from that text</i></p> <p><b>C. PROVIDE EVIDENCE FROM THE NARRATOR, THE CHARACTER THEMSELVES, AND OTHER CHARACTERS.</b></p>	
<p>RL.9-10.3 [3] Identify conflicting motivations.</p> <p><i>A. Internal Conflict, External Conflict</i></p>	
<p>RL.9-10.3 [H3] Identify conflicting motivation</p> <p><i>A. ID complex flat/static characters in the core text citing evidence from that text</i></p> <p><i>B. ID complex round/dynamic in the core text citing evidence from that text</i></p> <p><b>C. PROVIDE EVIDENCE FROM THE NARRATOR, THE CHARACTER THEMSELVES, AND OTHER CHARACTERS.</b></p>	
<p>RL.9-10.3 [4] Analyze how a change in one element shapes another.</p>	
<p>RL.9-10.5 [1] Recognize manipulation of time in text through pacing and flashbacks.</p>	
<p>RL.9-10.5 [2] Describe how aspects of text structure, order of events, and timing creates the effect of mystery, tension or surprise.</p>	
<p>W.9-10.3.A [1] Identify points of view in narratives:</p> <p><b>A. First person</b></p>	



B. Third person omniscient C. Third person limited
RL.9-10.6 [4] Cite details or examples of the point of view or cultural experience.
RL.9-10.2 [6] Compose an objective summary of the text that includes how the central idea emerges, is shaped and is refined by specific details. A. Focusing on character, POV, or conflict

English 1 Unit 2: Telling a Good Story Section 2.2 Theme	Suggested Pacing: 4 sessions
<b>Unit Product:</b> 1-2 page narrative, fictional  <b>Core texts for Unit 2</b> <a href="#">CLICK HERE</a>	
<b>Standards-Aligned-Daily Objectives.</b> Instruction and assessment will align to the following objectives:	
RL.9-10.2 [1] Identify the central idea or theme within a text. <i>A. Question the meaning, purpose, or effect of social issues within a literary work as a whole</i> RL.9-10.2 [2] Identify specific details that support the development of a theme or central idea as it emerges, is shaped and refined. RL.9-10.2 [4] Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details. <i>A. Examine specific words and phrases and how they impact the speaker's meaning</i>	
RL.9-10.1 [1] Identify strong and thorough textual evidence. [fiction]	
RL.9-10.1 [4] Draw inferences from the text in order to understand how textual analysis is developed. [fiction]	

English 1 Unit 2: Telling a Good Story Section 2.3 Style	Suggested Pacing: 3 sessions
<b>Unit Product:</b> 1-2 page narrative, fictional  <b>Core texts for Unit 2</b> <a href="#">CLICK HERE</a>	
<b>NJSLS-ELA Anchor Standards</b>	
W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  <i>(*)W.NW.9–10.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</i>	
<b>Standards-Aligned-Daily Objectives.</b> Instruction and assessment will align to the following objectives:	
RL.9-10.4 [1] Identify figurative and connotative words and phrases. <i>A. Literal vs figurative</i> <i>B. Examples of figurative language (such as but not limited to hyperbole, metaphor, simile, personification, imagery, etc.)</i> <i>C. Denotation vs Connotation</i>	

<p>RL.9-10.4 [H1] Identify figurative and connotative words and phrases.</p> <p>A. <i>Literal vs figurative</i></p> <p>B. <i>Examples of figurative language (such as but not limited to hyperbole, metaphor, simile, personification, imagery, etc.)</i></p> <p>C. <i>Denotation vs Connotation</i></p> <p>D. <i>EXPLAIN HOW WORDS WITH MULTIPLE MEANINGS OR CONNOTATIONS ADD COMPLEXITY THAT CONTRIBUTE TO INTERPRETATIONS OF A TEXT.</i></p>
<p>L.9-10.5.A [1] Recognize and understand the meaning of figurative language. Recognize and understand the different types of relationships between words.</p> <p>L.9-10.5.A. [2] Interpret the role of figurative language in the text.</p> <p>A. <i>Figurative language such as but not limited to hyperbole, metaphor, similes, personification, imagery, etc.</i></p>
RL.9-10.4 [2] Identify meaning and tone of a text [fiction]
<p>RL.9-10.4 [H2] Identify meaning and tone of a text [fiction]</p> <p>A. <i>Tone: author's word choice, purpose, point of view</i></p> <p>B. <i>Tone examples, including serious, optimistic, pessimistic, sincere, joyful, etc.</i></p> <p>C. <i>DESCRIBE HOW THE TONE OF NARRATORS/CHARACTERS TOWARD AN IDEA, CHARACTER, OR SITUATION EMERGES FROM THEIR PERSPECTIVE.</i></p> <p>D. <i>TONE EXAMPLES INCLUDE: SERIOUS, OPTIMISTIC, PESSIMISTIC, SINCERE, JOYFUL, ETC.) AND EXPLAIN HOW A WRITER'S TONE IS CONVEYED THROUGH WORD CHOICE AND WRITING STYLE.</i></p>
RL.9-10.2 [6] Compose an objective summary of the text that includes how the central idea emerges, is shaped and is refined by specific details.
L.9-10.3 [1] Understand how language functions in different contexts.
W.9-10.3.B [1] Recognize how authors use description to help readers visualize or sense the action.

<p>English 1</p> <p>Unit 2: Telling a Good Story</p> <p>Section 2.4 Utilizing Narrative Elements in Writing</p>	Suggested Pacing: 3 sessions
<p><b>Unit Product:</b> 1-2 page narrative, fictional</p> <p><b>Core texts for Unit 2</b> <a href="#">CLICK HERE</a></p>	
NJSL-ELA Anchor Standards	
<p>W.9-10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p><i>(*)W.NW.9–10.3.A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</i></p>	
<p>W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><i>(*)W.NW.9–10.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</i></p>	
<p>W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p><i>(*)W.NW.9–10.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</i></p>	
<p>W.9-10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	

(\*)W.NW.9–10.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Standards-Aligned-Daily Objectives.** Instruction and assessment will align to the following objectives:

W.9-10.5 [1] Recognize how and when to plan, revise, edit, rewrite, or try a new approach.

W.9-10.10 [2] Determine appropriate organizational structure (*e.g plot diagram*) for various types of writing based upon task, purpose, and audience.

W.9-10.3.B [3] Design an organized sequence of events to develop experiences, events, and/or characters.

W.9-10.3.A [5] Write a narrative engaging the reader using a problem, situation, (*conflict*) or observation and introduces a narrator and/or characters (*protagonist, antagonist, foils, etc.*). (*Drafting*)

W.9-10.3.A [6] Write a narrative establishing one point of view.

W.9-10.3.C [2] Write a narrative using a variety of transitions to develop a coherent sequence of events.

W.9-10.3.C [1] Use a variety of techniques (*chronological order, flashback, en media res, etc.*) to logically sequence and connect events.

W.9-10.3.E [1] Develop conclusions that reflect on what is experienced, observed, or resolved in a narrative. (*Drafting*)

W.9-10.3.C [2] Write a narrative using a variety of transitions to develop a coherent sequence of events.

W.9-10.3.A [6] Write a narrative establishing points of view.

A. Write the same scene from first person, third omniscient, third limited.

RL.9-10.2 [6] Compose an objective summary of the text that includes how the central idea emerges, is shaped and is refined by specific details.

**English 1**  
**Unit 2: Telling a Good Story**  
**Section 2.5 Peer Review and Publishing**

**Suggested Pacing: 1 session**

**Unit Product:** 1-2 page narrative, fictional

**Core texts for Unit 2** [CLICK HERE](#)

**NJSLS-ELA Anchor Standards**

W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

(\*)W.NW.9–10.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**Standards-Aligned-Daily Objectives.** Instruction and assessment will align to the following objectives:

W.9-10.6 [4] Use technology, including the Internet, to produce, revise, edit, and publish writing.

SL.9-10.1.B [1] Describe guidelines for collegial discussion.

SL.9-10.1.B [6] Follow agreed-upon guidelines for discussion

A. Writing conferences with peer and teacher for revising

SL.9-10.1.C [5] Engage others in discussions through questioning or responding to their ideas.

A. Establish norms for conferences with teacher

B. Establish norms for peer-to-peer writing conversations

SL.9-10.4 [4] Determine supporting evidence, logical organization, and appropriate development, substance and style for purpose, as well as audience and task.

W.9-10.5 [1] Recognize how and when to revise, edit, rewrite, or try a new approach.
W.9-10.5 [3] Develop and strengthen writing through conventions of writing.
W.9-10.5 [4] Determine the focus through the consideration of purpose and audience.
W.9-10.5 [5] Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
W.9-10.3.B [4] Write a narrative using dialogue, pacing, description, and reflection to develop experiences ( <i>conflicts</i> ), events ( <i>resolutions</i> ), and characters.
Unit Product: Write, revise, and publish the final 1-2 page fictional narrative that incorporates a complex character, point of view, figurative language, conflict and resolution, and theme. HONORS LENGTH 2-4 PAGES.

English 1 Unit 3: Defending Your Position Section 3.1 Rhetorical Situation	Suggested Pacing: 8 sessions
<p>Anchor Standard: W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><i>(*)W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual <b>and non-textual</b> evidence.</i></p> <p>Unit Product #1: Write a 2-3 page argumentative essay that includes a claim and addresses a counterclaim on a student-selected topic.</p> <p>Unit Product #2: Develop a multimedia presentation on the selected issue/topic (claim/counterclaim)</p> <p><b>Core Texts for Section 3.1-Select at least <i>two</i> from the list below.</b></p> <p>1. <a href="#">Fred Rogers commencement Speech</a> OR 2. <a href="#">Beyonce Commencement Speech</a> OR</p> <p>3. <a href="#">Ashton Kutcher Speech</a> OR</p> <p>4. <a href="#">"Remarks by the President in a National Address to America's Schoolchildren" by Barack Obama</a> OR</p> <p>5. <a href="#">Barbara Bush Commencement Speech</a></p>	
<b>Standards-Aligned-Daily Objectives.</b> Instruction and assessment will align to the following objectives:	
RI.9-10.6 [1] Identify and define rhetoric.	
RI.9-10.6 [2] Recognize rhetorical techniques.	
A. <i>Rhetorical Triangle = Ethos, Pathos, Logos</i>	
B. <i>Rhetorical Devices - repetition, extended metaphor, rhetorical question, parallelism, etc.</i>	
RI.9-10.6 [3] Analyze the author's use of rhetoric.	
RI.9-10.6 [H3]Analyze the author's use of rhetoric.	
A. <i>IDENTIFY HOW: EXIGENCE IS PART OF A RHETORICAL SITUATION THAT INSPIRES, STIMULATES, PROVOKES, OR PROMPTS WRITERS TO CREATE A TEXT.</i>	
RI.9-10.6 [4] Analyze the rhetorical techniques the author uses to express his/her point of view or purpose.	
RI.9-10.3 [3] Examine how an author's strategies are used to introduce and develop points and connections drawn between them.	
RI.9-10.3 [4] Analyze the author's use of organizational patterns and techniques to connect ideas and communicate an overall message.	
A. <i>structure of writing</i>	
SL.9-10.3 [3] Evaluate a speaker's point of view, reasoning, and use of rhetoric and evidence.	
W.9-10.5 [2] Recognize significant information for needs of the audience and purpose.	
W.9-10.9.B [2] Analyze key ideas and details as evidence of understanding text.	

SL.9-10.1.C [4] Pose and respond to questions by connecting to larger themes, issues, or contexts.  
W.9-10.7 [4] Construct and refine research questions.

English 1		Suggested Pacing: 7 sessions
Unit 3: Defending Your Position Section 3.2 Claims / Counterclaims and Evidence		
<b>Unit Product 1:</b> Write a 2-3 page argumentative essay that includes a claim and addresses a counterclaim on a student-selected topic. <b>Unit Product 2:</b> Develop a multimedia presentation on the selected issue/topic (claim/counterclaim)		
<b>Core Text for Section 3.2</b> (Choose <b>TWO</b> pairs of texts from the list below) <b>Pair 1:</b> Why should school start later in the day? <b>AND</b> Changing school start times <b>Pair 2:</b> Is it immoral to watch the superbowl? <b>AND</b> The reason not to ban contact sports for children <b>Pair 3:</b> Social media is harming the minds of young people <b>AND</b> Rise in teens suicide social medial coincide		
<b>NJSLS-ELA Anchor Standards</b>		
W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  (* )W.AW.9–10.1.A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.		
W.9-10.1.B Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  (* )W.AW.9–10.1.B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.		
W.9-10.1.C Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  (* )W.AW.9–10.1.C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.		
W.9-10.1.E Provide a concluding paragraph or section that supports the argument presented.  (* )W.AW.9–10.1.E. Provide a concluding paragraph or section that supports the argument presented.		
<b>Standards-Aligned-Daily Objectives.</b> Instruction and assessment will align to the following objectives:		
W.9-10.1.A [1] Define precise claim.		
RI.9-10.8 [4] Recognize relevant and sufficient evidence. <i>(to support the claim presented)</i>		
W.9-10.1.A [2] Define and generate substantive topics or texts.		
W.9-10.1.A [H2] Define and generate substantive topics or texts. A. DIFFERENTIATE EFFECTIVE CLAIMS THAT PROVOKE INTEREST AND REQUIRE A DEFENSE, RATHER THAN SIMPLY STATING AN OBVIOUS, KNOWN FACT THAT REQUIRES NO DEFENSE OR JUSTIFICATION.		

L.9-10.6 [8] Use appropriate contextual clues when demonstrating independence in gathering vocabulary.
L.9-10.5.B [2] Analyze the relationship between particular words.
W.9-10.9.B [2] Analyze key ideas and details as evidence of understanding text. <i>A. problem-solution</i>
RI.9-10.1 [5] Cite strong and thorough textual evidence to support the text.
W.9-10.1.E [1] Recognize concluding statements or sections that support the argument presented.
W.9-10.1.E [2] Write an argument providing a concluding statement that follows from and supports the argument presented.
SL.9-10.1.C [2] Formulate opinions, ideas, and conclusions based on prior and new evidence.
W.9-10.1.B [1] Define counterclaim. W.9-10.1.B [3] Identify fair and unfair claims and counterclaims. <i>A. Identify counterclaim when in a text</i> <i>B. Generate a fair counterclaim to an established claim (especially in a text where a counterclaim is not provided)</i>
W.9-10.1.A [6] Write an argument creating an organization that establishes clear relationships among claim(s) and counterclaims daily, supported by evidence
RI.9-10.8 [3] Recognize valid reasoning (i.e. inductive vs. deductive reasoning) RI.9-10.8 [1] Identify false statements. SL.9-10.3 [1] Define and identify fallacious reasoning, as well as, exaggerated or distorted evidence in a speech. ( <i>e.g: scare tactics, argument by question, bandwagon fallacy, etc.</i> )
RI.9-10.2 [4] Interpret how the text supports key ideas with specific details.
SL.9-10.2 [3] Explain how the ideas clarify the topic, text, and issue studied. L.9-10.3 [6] Apply knowledge of language to comprehend more fully when reading or writing.
RI.9-10.3 [2] Examine how an author's strategies are used to introduce and develop points and connections drawn between them.
RI.9-10.3 [H2] Examine how an author's strategies are used to introduce and develop points and connections drawn between them. <b><i>A. ANALYZE HOW WRITERS RELATE SOURCE MATERIAL TO THEIR OWN ARGUMENT BY SYNTACTICALLY EMBEDDING PARTICULAR QUOTED, PARAPHRASED, OR SUMMARIZED INFORMATION FROM ONE OR MORE SOURCES INTO THEIR OWN IDEAS.</i></b>
RI.9-10.5 [2] Analyze how an author uses a portion of the text to develop or refine an idea or claim. RI.9-10.6 [5] Support their analysis with examples. W.9-10.8 [4] Cite in standard formats.
RI.9-10.8 [7] Assess the validity of reasoning and the relevance and sufficiency of the evidence ( <i>concrete details and examples, research and expert opinion, data and statistics, personal experience</i> ) that supports it.
SL.9-10.1.D [3] Analyze evidence that supports personal opinions and ideas as well as those of others
W.9-10.7 [7] Conduct steps for both short and sustained research projects to answer a question.
W.9-10.1.C [2] Write an argument that uses words, phrases, and clauses to link sections of text, create cohesion, and clarify relationships.
W.9-10.1.E [2] Write an argument providing a concluding statement that follows from and supports the argument presented.
W.9-10.1.E [2] Integrate information into text selectively to maintain flow of ideas and avoid plagiarism.

<b>Unit 3: Defending Your Position</b> <b>Section 3.3 Writing an Evidence-Based Argument</b>
<p><b>Unit Product 1:</b> Write a 2-3 page argumentative essay that includes a claim and addresses a counterclaim on a student-selected topic.</p> <p><b>Unit Product 2:</b> Develop a multimedia presentation on the selected issue/topic (claim/counterclaim)</p> <p><b>Core Texts for Section: 3.3</b> Teacher selected articles/topics from Points of View Database.</p>
<b>NJSLS-ELA Anchor Standards</b>
<p>W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>(*)W.AW.9–10.1.A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>
<p>W.9-10.1.B Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>(*)W.AW.9–10.1.B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.</p>
<p>W.9-10.1.D Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>(*)W.AW.9–10.1.D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>
<b>Standards-Aligned-Daily Objectives.</b> Instruction and assessment will align to the following objectives:
W.9-10.1.A [2] Define and generate substantive topics or texts.
W.9-10.5 [4] Determine the focus through the consideration of purpose and audience.
W.9-10.4 [2] Determine suitable idea development strategies, organization, and style.
SL.9-10.6 [4] Evaluate audience needs, including perceptions and misconceptions.
W.9-10.1.B [7] Write an argument that anticipates the audience’s knowledge level and concerns.
W.9-10.9.A [2] Draw evidence from key ideas and details as support for research.
SL.9-10.1.D [6] Make connections to new evidence or reasoning posed to justify personal viewpoints.
RI.9-10.7 [1] Recognize details emphasized in various sources.
RI.9-10.7 [2] Analyze different accounts of the same subject told in different mediums.
W.9-10.1.B [1] Define counterclaim.
W.9-10.1.B [3] Identify fair and unfair claims and counterclaims.
W.9-10.1.A [4] Determine methods to introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims
<i>A. Effective attention grabbers such as strong statistics, definitions, anecdote, etc</i>
L.9-10.3 [2] Identify and understand various guidelines in style manuals.
W.9-10.5 [5] Develop and strengthen writing by planning.
W.9-10.1.A [6] Write an argument creating an organization that establishes clear relationships among claim(s) and counterclaims daily, supported by evidence

L.9-10.3 [5] Apply knowledge of language to make effective choices for meaning or style.
L.9-10.1.B [3] Use various phrases and clauses to add variety and interest and to convey specific meanings in writing.
L.9-10.1.A [3] Use parallel structure
W.9-10.1.D [1] Develop formal writing style and objective tone while attending to the norms and conventions of the discipline.
W.9-10.1.A [7] Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence that introduces precise claims and distinguishes them as alternate or opposing.

English 1 Unit 3: Defending Your Position Section 3.4 Revising, Collaborating, and Publishing	Suggested Pacing: 1 session
<b>Unit Product 1:</b> Write a 2-3 page argumentative essay that includes a claim and addresses a counterclaim on a student-selected topic. <b>Unit Product 2:</b> Develop a multimedia presentation on the selected issue/topic (claim/counterclaim)	
<b>Standards-Aligned-Daily Objectives.</b> Instruction and assessment will align to the following objectives:	
SL.9-10.1.D [4] Evaluate personal conclusions and the conclusions of others.	
SL.9-10.1.D [5] Respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement.	
L.9-10.3 [7] Write and edit work according to style manual guidelines, appropriate for the discipline and writing type.	
W.9-10.6 [3] Critique products, individual or shared, for the purpose of updating and maintaining accuracy of information.	
W.9-10.6 [6] Use technology to interact and collaborate with others for an intended purpose.	
L.9-10.1.B [2] Choose the best type of sentence for signaling relationships among ideas.	
L.9-10.1.B [4] Use various phrases and clauses to add variety and interest and to convey specific meanings in presentations.	
W.9-10.5 [5] Develop and strengthen writing by revising, editing, rewriting, or trying a new approach	
W.9-10.6 [4] Use technology, including the Internet, to produce, revise, edit, and publish writing.	
Unit Product #1: Write a 2-3 page argumentative essay that includes a claim and addresses a counterclaim on a student-selected topic.	

English 1 Unit 3: Defending Your Position Section 3.5 Presentation of Argument	Suggested Pacing: 2 sessions
<b>Unit Product 1:</b> Write a 2-3 page argumentative essay that includes a claim and addresses a counterclaim on a student-selected topic. <b>Unit Product 2:</b> Develop a multimedia presentation on the selected issue/topic (claim/counterclaim)	
<b>Standards-Aligned-Daily Objectives.</b> Instruction and assessment will align to the following objectives:	
SL.9-10.4 [4] Determine supporting evidence, logical organization, and appropriate development, substance and style for purpose, as well as audience and task.	
SL.9-10.4 [5] Present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning.	



SL.9-10.4 [6] Present information so that the organization, development, substance, and style are appropriate to the purpose, audience, and task.
W.9-10.6 (5) Demonstrate use of technology to update individual/shared writing.
RI.9-10.7 [1] Recall a variety of accounts of a subject through different mediums ( <i>e.g. PSAs, photos, commercials</i> )
RI.9-10.7 [2] Determine emphasized details in various accounts of a subject expressed in different mediums.
SL.9-10.5 [2] Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence.
W.9-10.5 [2] Recognize significant information for the needs of the audience and purpose.
W.9-10.6 [6] Use technology to interact and collaborate with others for an intended purpose.
L.9-10.1.B [2] Choose the best type of sentence for signaling relationships among ideas.
L.9-10.1.B [4] Use various phrases and clauses to add variety and interest and to convey specific meanings in presentations.
W.9-10.5 [5] Develop and strengthen writing by revising, editing, rewriting, or trying a new approach
W.9-10.6 [4] Use technology, including the Internet, to produce, revise, edit, and publish writing.
Unit Product #2: Develop a multimedia presentation that enhances the audience's understanding of the selected issue/topic that clearly and concisely presents A. Supporting evidence B. Logical organization C. Appropriate to purpose and task D. Claim and counterclaim

English 1 Unit 4: Modern Perspectives on Timeless Themes Section 4.1 Language and Tone (Poetry)	Suggested Pacing: 3 sessions
<p><b>Anchor Standard:</b> W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><i>(*)W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</i></p> <p><b>Unit Product:</b> Write a 2 page argument that explores one of the thematic ideas explored in Unit 4, utilizing online research databases.</p> <p><b>Core Texts for Section 4.1 (Five total)</b> Poems to pair with <i>Romeo and Juliet</i>  1. "Sonnet 18" by William Shakespeare, AND  2. "Stopping by Woods on a Snowy Evening" by Robert Frost AND  3. "Fast Break" by Edward Hirsch</p> <p>OR poems to pair with <i>The Odyssey</i>  1. "An Ancient Gesture" by Edna St. Vincent Milay AND  2. "Siren Song" by Margaret Atwood AND  3. "Ithaca" by Costantine Cavafy</p> <p><b>Supplemental Texts</b></p>	
<b>Standards-Aligned-Daily Objectives.</b> Instruction and assessment will align to the following objectives:	
L.9-10.4.A [1] Apply context clues to ascertain the meaning of a word or phrase. L.9-10.3 [1] Understand how language functions in different contexts. A. Connotation: positive, negative, and neutral	

B. Formal vs. informal
RL.9-10.4 [1] Identify figurative and connotative words and phrases. A. Literal vs figurative B. Examples of figurative language (such as but not limited to hyperbole, metaphor, simile, personification, imagery, etc.) C. Denotation vs Connotation
RL.9-10.4 [H1] Identify figurative and connotative words and phrases. A. Literal vs figurative B. Examples of figurative language (such as but not limited to hyperbole, metaphor, simile, personification, imagery, etc.) C. Denotation vs Connotation D. EXPLAIN HOW WORDS WITH MULTIPLE MEANINGS OR CONNOTATIONS ADD COMPLEXITY THAT CONTRIBUTE TO INTERPRETATIONS OF A TEXT.
L.9-10.5.A [1] Recognize and understand the meaning of figurative language. Recognize and understand the different types of relationships between words. L.9-10.5.A. [2] Interpret the role of figurative language in the text. A. Figurative language such as but not limited to hyperbole, metaphor, similes, personification, imagery, etc.
RL.9-10.4 [2] Identify meaning and tone of a text [fiction] A. Tone: author's word choice, purpose, point of view B. Tone examples, including serious, optimistic, pessimistic, sincere, joyful, etc.
RL.9-10.4 [H2] Identify meaning and tone of a text [fiction] A. Tone: author's word choice, purpose, point of view B. Tone examples, including serious, optimistic, pessimistic, sincere, joyful, etc. C. DESCRIBE HOW THE TONE OF NARRATORS/CHARACTERS TOWARD AN IDEA, CHARACTER, OR SITUATION EMERGES FROM THEIR PERSPECTIVE. D. TONE EXAMPLES INCLUDE: SERIOUS, OPTIMISTIC, PESSIMISTIC, SINCERE, JOYFUL, ETC.) AND EXPLAIN HOW A WRITER'S TONE IS CONVEYED THROUGH WORD CHOICE AND WRITING STYLE.
W.9-10.3.B [1] Recognize how authors use description to help readers visualize or sense the action.

<b>English 1</b> <b>Unit 4: Modern Perspectives on Timeless Themes</b> <b>Section 4.2 Setting the Stage</b>	<b>Suggested Pacing: 11 sessions</b>
<b>Core Texts for Section 4.2 (teachers may summarize, condense, or omit scenes/passages as necessary.)</b> 1. <i>Romeo and Juliet</i> , OR 2. <i>The Odyssey</i>  <b>CONTEXT:</b> In this section, students will read Act I and Act II of <i>Romeo and Juliet</i> OR Part 1 of <i>The Odyssey</i> to develop an understanding of various thematic ideas presented in the text (culture and tribalism, impulsivity, fate versus free will, gender roles, and personal responsibility, etc).  Supplemental Texts	
<b>NJSLS-ELA Anchor Standards</b>	
W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  (*)W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.	
<b>Standards-Aligned-Daily Objectives.</b> Instruction and assessment will align to the following objectives:	
RL.9-10.1 [2] Discuss details the text uses to support textual analysis.	

RL.9-10.6 [1] Define cultural experience.
RL.9-10.6 [2] Distinguish difference between culture and cultural experience. <i>A. Cultural context associated with the text (such as but not limited to gender roles, guest-host relationship, etc.)</i>
RL.9-10.6 [3] Identify point of view or cultural experience presented.
RL.9-10.6 [4] Cite details or examples of the point of view or cultural experience.
RL.9-10.1 [3] Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas.
RL.9-10.1 [5] Cite strong and thorough textual evidence to support the text (explicit and inferred).
RL.9-10.2 [5] Interpret how the text supports key ideas or themes with specific details. <i>A. Questions such as, how does the exposition establish setting, characters and conflict?</i>
RL.9-10.3 [3] Identify conflicting motivations. <i>A. Developing conflicts between characters</i>
RL.9-10.3 [H3] Identify conflicting motivations. <b>A. DETERMINE HOW A CHARACTER'S PERSPECTIVE MAY REVEAL BIASES AND MOTIVATIONS.</b>
RL.9-10.9 [3] Identify allusion and metaphor.
L.9-10.5.A [3] Analyze a text's use of language. <i>A. iambic pentameter, oxymoron, euphemism, <b>epithet</b> etc.</i>
W.9-10.1.A [6] Write an argument creating an organization that establishes clear relationships among claim(s) and counterclaims, supported by evidence.
SL.9-10.1.C [1] Know how to ask thought- provoking questions.
SL.9-10.1.C [4] Pose and respond to questions by connecting to larger themes, issues, or contexts.
SL.9-10.1.C [5] Engage others in discussions through questioning or responding to their ideas.
SL.9-10.1.C [6] Question or respond to clarify, verify, or challenge conclusions posed by others.
SL.9-10.1.D [1] Identify new information posed during discussion.
SL.9-10.1.D [2] Identify conclusions posed during discussion or in text.

English 1 Unit 4: Modern Perspectives on Timeless Themes Section 4.3 Exploring Thematic Ideas	Suggested Pacing: 12 sessions
<b>Core Texts for Section 4.2</b> (teachers may summarize, condense, or omit scenes/passages as necessary.) 1. <i>Romeo and Juliet</i> , OR 2. <i>The Odyssey</i>  <b>CONTEXT:</b> In this section, students will read Acts III, IV, V of <i>Romeo and Juliet</i> OR Part II of <i>The Odyssey</i> and continue to explore the thematic ideas listed in Section 4.1. <b>Supplemental Texts</b>	
NJSL-ELA Anchor Standards	
W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  (*)W.AW.9–10.1.A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	
W.9-10.1.C Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	

(*)W.AW.9–10.1.C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
<b>Standards-Aligned-Daily Objectives.</b> Instruction and assessment will align to the following objectives:
RL.9-10.1 [2] Discuss details the text uses to support textual analysis. <i>A. Questions such as, how does the exposition establish setting, characters and conflict?</i>
RL.9-10.2 [5] Interpret how the text supports key ideas or themes with specific details.
RL.9-10.4 [5] Determine the figurative and connotative meanings of words and phrases as they are used in the text.
RL.9-10.4 [6] Analyze the cumulative impact of specific word choices on meaning or tone.
L.9-10.5.A [2] Interpret the role of figurative language in the text.
L.9-10.5.A [H2] Interpret the role of figurative language in the text. <i>A. e.g.within several soliloquies, heavily used in balcony scene</i> <i>B. IDENTIFY WHAT IS SIGNIFICANT ABOUT THE OBJECTS THAT ARE BEING COMPARED AND THEIR PARTICULAR TRAITS, QUALITIES, OR CHARACTERISTICS.</i> <i>C. DETERMINE THE MAIN SUBJECT OF THE METAPHOR, AND THE THING TO WHICH IT IS BEING COMPARED, AND EXPLAIN HOW THEY CONTRIBUTE TO THE MEANING OF THE TEXT</i>
W.9-10.1.A [3] Analyze a substantive topic or text to determine if it is suitable for a written argument.
W.9-10.1.C [1] Clarify relationships 1) among claims and reasons; 2) between reasons and evidence; and 3) between claims and counterclaims using words, phrases, and clauses.
RL.9-10.3 [2] Identify evidence in a text that makes a character complex.
RL.9-10.3 [H2] Identify evidence in a text that makes a character complex. <i>A. RECOGNIZE WHEN A CHARACTER COMES TO REPRESENT AN IDEA (SYMBOLIC, ARCHETYPAL).</i>
SL.9-10.1.C [4] Pose and respond to questions by connecting to larger themes, issues, or contexts.
SL.9-10.1.C [5] Engage others in discussions through questioning or responding to their ideas.
SL.9-10.1.C [6] Question or respond to clarify, verify, or challenge conclusions posed by others.
SL.9-10.1.D [1] Identify new information posed during discussion.
SL.9-10.1.D [2] Identify conclusions posed during discussion or in text.
RL.9-10.5 [2] Describe how aspects of text structure, order of events, and timing creates the effect of mystery, tension or surprise. <i>A. examples of dramatic irony</i>
RL.9-10.5 [H2] Describe how aspects of text structure, order of events, and timing creates the effect of mystery, tension or surprise. <i>A. examples of dramatic irony</i> <i>B. PROVIDE EVIDENCE FROM THE TEXT OF HOW EVENTS OR STATEMENTS IN THE TEXT ARE NOT CONSISTENT WITH THE EXPECTATION(S) OF THE READER, AND ANALYZE THE EFFECT THIS HAS ON THE READER. SITUATIONAL OR VERBAL IRONY IS CREATED WHEN EVENTS OR STATEMENTS IN A TEXT ARE INCONSISTENT WITH EITHER THE EXPECTATIONS READERS BRING TO A TEXT OR THE EXPECTATIONS ESTABLISHED BY THE TEXT ITSELF.</i>
L.9-10.5.A [3] Analyze a text's use of language.
RL.9-10.3 [4] Analyze how a change in one element shapes another. <i>A. relating to characters' decisions, plot developments, timing, etc.</i>
RL.9-10.3 [H4] Analyze how a change in one element shapes another. (relating to characters' decisions, plot developments, timing, etc.) <i>A. DESCRIBE HOW THE NARRATIVE DEVELOPS TO PLACE CHARACTERS IN CONFLICT(S), AND INVOLVES THE RISING OR FALLING FORTUNES OF A MAIN CHARACTER OR SET OF CHARACTERS.</i>
SL.9-10.1.D [2] Identify conclusions posed during discussion or in text.
SL.9-10.1.A [1] Identify key supporting ideas from reading and research as well as in context of larger themes and issues.

SL.9-10.2 [2] Visually, quantitatively, and orally analyze the main ideas and supporting details presented in diverse media and formats.

<b>English 1</b>		<b>Suggested Pacing: 5 sessions</b>
<b>Unit 4: Modern Perspectives on Timeless Themes</b>		
<b>Section 4.4 Writing About Thematic Ideas</b>		
<b>Core Texts for Section 4.4</b> (teachers may summarize, condense, or omit scenes/passages as necessary.) 1. <i>Romeo and Juliet</i> , OR 2. <i>The Odyssey</i> <b>CONTEXT:</b> In this section, students will write about the thematic ideas presented in either <i>Romeo and Juliet</i> or <i>The Odyssey</i> .		
<b>CONTEXT:</b> In this section, students will write about the thematic ideas presented in either <i>Romeo and Juliet</i> or <i>The Odyssey</i> .		
Supplemental Texts		
<b>NJSLS-ELA Anchor Standards</b>		
W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  (* <i>W.AW.9–10.1.A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</i>		
W.9-10.1.C Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  (* <i>W.AW.9–10.1.C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</i>		
W.9-10.1.E Provide a concluding paragraph or section that supports the argument presented.		
<b>Standards-Aligned-Daily Objectives.</b> Instruction and assessment will align to the following objectives:		
RI.9-10.1 [1] Identify strong and thorough textual evidence.		
RI.9-10.1 [3] Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas.		

RI.9-10.1 [5] Cite strong and thorough textual evidence to support the text
RI.9-10.8 [7] Assess the validity of reasoning and the relevance and sufficiency of the evidence that supports it
W.9-10.7 [5] Synthesize information from multiple sources.
W.9-10.7 [8] Conduct short and sustained research to answer a question or solve a problem.
W.9-10.8 [3] Assess the usefulness/authoritative print of each source in answering the research question.
W.9-10.1.A [4] Determine methods to introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims. <i>A. prewriting</i>
W.9-10.1.A [5] Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. <i>A. prewriting</i>
W.9-10.1.A [6] Write an argument creating an organization that establishes clear relationships among claim(s) and counterclaims, supported by evidence. <i>A. drafting</i>
W.9-10.1.A [7] Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence that introduces precise claims and distinguishes them as alternate or opposing. <i>A. drafting</i>
W.9-10.1.C [1] Clarify relationships 1) among claims and reasons; 2) between reasons and evidence; and 3) between claims and counterclaims using words, phrases, and clauses. W.9-10.1.C [2] Write an argument that uses words, phrases, and clauses to link sections of text, create cohesion, and clarify relationships. <i>A. drafting</i>
W.9-10.1.E [2] Write an argument providing a concluding statement that follows from and supports the argument presented. <i>A. drafting</i>
SL.9-10.1.B [6] Follow agreed-upon guidelines for discussion <i>A. writing conferences with peer and teacher; revising</i>
W.9-10.5 [1] Recognize how and when to plan, revise, edit, rewrite, or try a new approach. <i>A. Revising, including, but not limited to:</i> L.9-10.2.C [1] Identify and correct misspelled words. L.9-10.2.A [1] Know rules for semicolon use. L.9-10.2.B [1] Know rules for colon use.
W.9-10.7 [7] Conduct steps for both short and sustained research projects to answer a question.
W.9-10.9.B [2] Analyze key ideas and details as evidence of understanding text.
W.9-10.9.B [3] Reflect on key ideas and details as evidence of support and understanding.
Unit Product: Write a 2 page argument that explores one of the thematic ideas explored in Unit 4, utilizing online research databases. (Honors 3-4 page)

<b>English 1</b> <b>Unit 5: Coming of Age</b> <b>Section 5.1 Memories and Identity</b>	<b>Suggested Pacing: 8 sessions</b>
<b>Anchor Standard:</b> W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  (*)W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  <b>Unit Product:</b> Write an explanatory piece (1-2 pages) to inform the audience of how a cultural, societal, or historical moment/experience/event shaped your identity, helped you find your voice, and shaped your place in the world. HONORS: 2-4	

PAGES.

### Core Fiction Texts

1. *To Kill a Mockingbird* by Harper Lee, **AND/OR**
2. *Have You Seen Luis Velez?* by Catherine Ryan Hyde, **AND/OR**
3. *The Secret Life of Bees* by Sue Monk Kidd, **AND/OR**
4. *House on Mango Street* by Sandra Cisneros, **AND/OR**
5. *The Namesake* by Jhumpa Lahiri, **AND/OR**
6. *Lord of the Flies* by William Golding, **AND/OR**
7. *A Separate Peace* by John Knowles

**CONTEXT:** In this section, students will read the first third of the novel through the lens of identity and memory, exploring, "How do we form our identities?" and "How does what others think about you affect how you think about yourself?"

### Supplemental Texts

#### NJSLS-ELA Anchor Standards

W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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

W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

*(\*)W.AW.9–10.1.B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.*

**Standards-Aligned-Daily Objectives.** Instruction and assessment will align to the following objectives:

RL.9-10.5 [2] Describe how aspects of text structure, order of events, and timing creates the effect of mystery, tension or surprise.

RL.9-10.5 [H2] Describe how aspects of text structure, order of events, and timing creates the effect of mystery, tension or surprise. EXPLAIN HOW NARRATIVE STRUCTURES THAT INTERRUPT THE CHRONOLOGY OF A PLOT, SUCH AS FLASHBACK, FORESHADOWING, IN MEDIAS RES, AND STREAM OF CONSCIOUSNESS, DIRECTLY AFFECT READERS' EXPERIENCES WITH A TEXT BY CREATING ANTICIPATION OR SUSPENSE OR BUILDING TENSION.

RL.9-10.3 [1] Identify complex characters in a text.

RL.9-10.3 [2] Identify evidence in a text that makes a character complex.

RL.9-10.3 [3] Identify conflicting motivations.

RL.9-10.3 [4] Analyze how a change in one element shapes another.

*A. character archetypes (understanding the growth from a child to an adult)*

RL.9-10.10 [1] Identify/understand key ideas and details.

RL.9-10.10 [4] Comprehend key ideas and details.

L.9-10.6 [1] Identify general academic and domain-specific words and phrases.

W.9-10.2.A [3] Write informative/explanatory texts that examine/convey complex ideas, concepts, and information.

W.9-10.2.B [2] Write informative/explanatory texts that include relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and other information appropriate to the knowledge of the topic.

## Unit 5: Coming of Age

### Section 5.2 Relationships and Interactions (second third of the novel)

**Unit Product:** Write an explanatory piece (1-2 pages) to inform the audience of how a cultural, societal, or historical moment/experience/event shaped your identity, helped you find your voice, and shaped your place in the world. HONORS: 2-4 PAGES.

#### Core Fiction Texts (second third of the novel)

1. *To Kill a Mockingbird* by Harper Lee, AND/OR
2. *Have You Seen Luis Velez?* by Catherine Ryan Hyde, AND/OR
3. *The Secret Life of Bees* by Sue Monk Kidd, AND/OR
4. *House on Mango Street* by Sandra Cisneros, AND/OR
5. *The Namesake* by Jhumpa Lahiri, AND/OR
6. *Lord of the Flies* by William Golding, AND/OR
7. *A Separate Peace* by John Knowles AND/OR

**CONTEXT:** In this section, students will read the second third of the novel through the lens of cultural identity, exploring, "How is identity shaped by relationships, interactions, and experiences with others?"

#### Supplemental Texts

#### NJSLS-ELA Anchor Standards

W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

(\*)W.IW.9–10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

(\*)W.IW.9–10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

#### Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

RL.9-10.1 [5] Cite strong and thorough textual evidence to support the text (explicit and inferred).

RL.9-10.1 [H5] Cite strong and thorough textual evidence to support the text (explicit and inferred). PROVIDE TEXTUAL EVIDENCE THAT SHOWS HOW DESCRIPTIONS OF CHARACTERS MAY COME FROM A SPEAKER, NARRATOR, OTHER CHARACTERS, OR CHARACTERS THEMSELVES.

RL.9-10.10 [5] Comprehend craft and structure.

RL.9-10.10 [6] Comprehend integration of knowledge and ideas.

SL.9-10.1.D [3] Analyze evidence that supports personal opinions and ideas as well as those of others.

W.9-10.2.A [3] Write informative/explanatory texts that examine/convey complex ideas, concepts, and information.

W.9-10.2.B [2] Write informative/explanatory texts that include relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and other information appropriate to the knowledge of the topic.



English 1 Unit 5: Coming of Age Section 5.3 Cultural, Societal, and Historical Impacts (last third of the novel)	Suggested Pacing: 8 sessions
<p><b>Core Fiction Texts</b></p> <ol style="list-style-type: none"> <li>1. <i>To Kill a Mockingbird</i> by Harper Lee, <b>AND/OR</b></li> <li>2. <i>Have You Seen Luis Velez?</i> by Catherine Ryan Hyde, <b>AND/OR</b></li> <li>3. <i>The Secret Life of Bees</i> by Sue Monk Kidd, <b>AND/OR</b></li> <li>4. <i>House on Mango Street</i> by Sandra Cisneros, <b>AND/OR</b></li> <li>5. <i>The Namesake</i> by Jhumpa Lahiri, <b>AND/OR</b></li> <li>6. <i>Lord of the Flies</i> by William Golding, <b>AND/OR</b></li> <li>7. <i>A Separate Peace</i> by John Knowles <b>AND/OR</b></li> </ol> <p><b>CONTEXT:</b> In this section, students will read the final third of the novel through the lens of cultural, societal and historical impacts, exploring, "When should an individual take a stand in opposition to an individual or larger group?"</p> <p><b>Supplemental Texts</b></p>	
NJSLS-ELA Anchor Standards	
<p>W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>(*)W.IW.9–10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.</p>	
<p>W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>(*)W.IW.9–10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
RL.9-10.1 [5] Cite strong and thorough textual evidence to support the text (explicit and inferred).	
RL.9-10.2 [4] Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details.	
RL.9-10.2 [H4] Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details. DESCRIBE HOW AN EPIPHANY ALLOWS A CHARACTER TO SEE THINGS IN A NEW LIGHT AND IS OFTEN DIRECTLY RELATED TO A CENTRAL CONFLICT OF THE NARRATIVE.	
L.9-10.6 [7] Use general and domain-specific words and phrases at the college and career readiness level.	
SL.9-10.1.D [4] Evaluate personal conclusions and the conclusions of others.	
SL.9-10.1.D [6] Make connections to new evidence or reasoning posed to justify personal viewpoints.	
W.9-10.2.A [4] Write informative/explanatory texts that demonstrate clear and accurate information.	
W.9-10.2.B [2] Write informative/explanatory texts that include relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and other information appropriate to the knowledge of the topic.	

<p><b>English 1</b>  <b>Unit 5: Coming of Age</b>  <b>Section 5.4 Personal Essay: Shaping My Identity and Voice</b></p>	<p><b>Suggested Pacing: 5 sessions</b></p>
<p><b>Supplemental Texts</b></p>	
<p><b>NJSLS-ELA Anchor Standards</b></p>	
<p>W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><i>(*)W.IW.9–10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.</i></p>	
<p>W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><i>W.IW.9–10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</i></p>	
<p>W.9-10.2.F Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><i>(*)W.IW.9–10.2.F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</i></p>	
<p><b>Standards-Aligned-Daily Objectives.</b> Instruction and assessment will align to the following objectives:</p>	
<p>W.9-10.2.A [3] Write informative/explanatory texts that examine/convey complex ideas, concepts, and information.</p>	
<p>W.9-10.7 [5] Synthesize information from multiple sources.</p>	
<p>W.9-10.2.B [2] Write informative/explanatory texts that include relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and other information appropriate to the knowledge of the topic.</p>	
<p>W.9-10.2.F [2] Determine an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented.</p>	
<p>W.9-10.2.F [3] Write informative/explanatory texts to provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
<p>Unit Product: Write an explanatory piece (1-2 pages) to inform the audience of how a cultural, societal, or historical moment/experience/event shaped your identity, helped you find your voice, and shaped your place in the world. HONORS: 2-4 PAGES.</p>	

NJSLs Career Awareness, Exploration, Preparation, and Training, and Life Literacies and Key Skills		Unit
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.	1-5
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition	3, 5
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	1, 3
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	1-5
9.4.12.CT.4	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	3
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task	1-5
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	3
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	1-5
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.	1-5
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.	1-5
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	3-5
9.4.12.IML.9	Evaluate media sources for point of view, bias and motivations.	1-5
9.4.12.IML.10	Analyze the decisions creators make to reveal explicit and implicit messages within information and media.	1-5

(\*) ID 9.2.12.CAP.11 duplicated in [NJDOE NJSLs file](#) page 1 and 2