

Verona Public School District Curriculum Overview

English I CP

**Curriculum Committee Members:**

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Curriculum Developed:

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Verona Public Schools
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Verona Public Schools Mission Statement:

In partnership with a supportive community, we inspire our students to be creative, critical thinkers and compassionate global citizens through dynamic teaching, meaningful curricula, and enriching experiences.

Course Description:

The English I curriculum is designed to introduce the skills necessary for the student to become proficient in a high school language arts program. These skills include the areas of listening, speaking, collaborating, reading, writing, analyzing literature, and researching. Literature will be presented through thematic units that include works from different genres, including the short story, the novel, poetry, drama, and nonfiction. Students will write an I-search paper in the spring semester. The process approach to writing will be emphasized.

Prerequisite(s):

8th Grade English

Standard 8: Technology Standards

The curricular expectation for the Standard 8: Computer Science and Design Thinking standards in classes that are not specifically focused on computer science or engineering is infusion and integration throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The computer science and design thinking standards and practices are to be incorporated into other disciplines and contexts as appropriate.

8.1: Computer Science

Computing Systems (CS)
 Networks and the Internet (NI)
X Impacts of Computing (IC)
 Data & Analysis (DA)
 Algorithms & Programming (AP)

8.2: Design Thinking

Engineering Design (ED)
X Interaction of Technology and Humans (ITH)
 Nature of Technology (NT)
 Effects of Technology on the Natural World (ETA)
X Ethics and Culture (EC)

Computer Science and Design Thinking Practices

Fostering an Inclusive Computing and Design Culture
 Collaborating Around Computing and Design
 Recognizing and Defining Computational Problems
 Developing and Using Abstractions
 Creating Computational Artifacts
 Testing and Refining Computational Artifacts
 Communicating About Computing and Design

SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices

The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is infusion and integration throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.

Social and Emotional Learning Core Competencies: *These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities*

Career Readiness, Life Literacies, and Key Skills Practices: *Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.*

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

X CLKS6 Model integrity, ethical leadership, and effective management.
CLKS7 Plan education and career paths aligned to personal goals.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CLKS2 Attend to financial well-being. X CLKS4 Demonstrate creativity and innovation. X CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. X CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	X CLKS1 Act as a responsible and contributing community member and employee. X CLKS6 Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	X CLKS6 Model integrity, ethical leadership, and effective management. X CLKS9 Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	X CLKS3 Consider the environmental, social, and economic impact of decisions. X CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. X CLKS6 Model integrity, ethical leadership, and effective management.

Course Materials	
Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● Summer reading text ● Kaye Gibbons' <i>Ellen Foster</i> ● Prentice Hall's <i>Literature Gold Anthology</i> (Shakespeare's <i>Romeo and Juliet</i>) ● John Steinbeck's <i>Of Mice and Men</i> ● Laurie Halse Anderson's <i>Speak</i> ● Harper Lee's <i>To Kill a Mockingbird</i> ● Reginald Rose's <i>Twelve Angry Men</i> ● Book Club texts 	<ul style="list-style-type: none"> ● <u>Short stories:</u> Guy de Maupassant's "The Necklace;" O. Henry's "The Gift of the Magi," & "The Last Leaf" Poe's "The Cask of Amontillado", Connell's "The Most Dangerous Game" ● <u>Non-fiction articles:</u> The New York Times' "Euthanasia;" "Biography of Harper Lee;" The New York Times' "Montague and Capulet and Shiite and Sunni;" Trayvon Martin Case; "How to Conduct an Interview" ● <u>PARCC fiction/nonfiction practice</u> ● <u>Poetry:</u> Robert Burns' "To A Mouse;" A.A. Milne's "Us Two" ● <u>Songs:</u> Billy Holiday's "Strange Fruit"

Unit Title / Topic: Destiny and Fate (intro)

Unit Duration: 3 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Language Arts

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA style), focusing on addressing what is most significant for a specific purpose and audience.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from text and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. Propel conversation by posing and responding to questions that relate to current discussion to broader themes or larger ideas; actively incorporate others into discussion, and clarify, verify, or challenge ideas and conclusions
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make connections in light of the evidence and reasoning presented.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose and audience.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meaning and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- C. Spell correctly

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Interdisciplinary Companion Standards (NJSLS):

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. Craft and Structure

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence

Technology Integration (NJSLS 8):

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

21st Century Skills Integration (NJSLS 9):

CLK5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLK8 Use technology to enhance productivity, increase collaboration and communicate effectively.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

Transfer**Transfer Goal:**

Students will be able to independently use their learning

- to produce writing which draws evidence from the text to support analysis of theme and how it is developed over the course of the text.
- to analyze choices and consequences in a nonfiction text so that they will be able to apply this knowledge to understanding the consequences of their own personal choices as well as how other people's choices affect them.

Meaning**Students will understand that:**

Students will understand that:

- The choices people make in life directly affects their future and their destiny as well as the futures and destinies of others
- Writing in a clear and concise format helps us communicate our ideas.

Essential Questions:

- What is destiny, and what factors in life determine our destiny?
- How do effective writers develop a thesis and support and conclude their arguments?

Acquisition of Knowledge & Skills**Students will know:**

- How the characters of the book react to their environment, circumstances, and other people in making decisions, and how those decisions affect them and others.
- How to analyze the relationship among the different elements of writing in order to express themes.
- Key terms
 - First-person narration
 - memoir
 - Direct and indirect characterization
 - Setting

Students will be able to:

- Analyze summer reading text in relation to the theme of destiny, fate, and choices
- Actively participate in student-led discussions about text

- Thesis statement/topic sentences
- Direct quote
- Textual support

Stage 2: Acceptable Evidence

Transfer Task

Essay: Write a five-paragraph essay identifying and analyzing choices made by the protagonist and how these choices affected his or her destiny and the destinies of others. Use direct quotes and specific examples from the book to support your thesis.

Other Evidence

1. Summer reading Bookmark - textual, social, topical or cultural approach to analysis (RI, W)
2. "Sticky notes" marking specific passages for discussion (RI)
3. Group discussion (SL)
4. Group Discussion Record (RI)
5. Essay Outline (W)

Stage 3: Activities

Independent reading (summer assignment) (A)
 Completion of Bookmark with passages marked for discussion (A)
 Review of essay writing techniques including mini-lessons on thesis statements and topic sentences (A)

Small group discussion referencing completed Bookmarks and passages marked with "sticky notes" (M)
 Completion of Book Discussion Record (M)
 Graphic organizer/essay checklist to plan/prewrite essay (M)
 Peer editing (M)
 Consultation with teacher for feedback (M)
 Journal Writing –making personal connections (T)
 Revision based on feedback (T)

Reference Materials

Informational Text/Non-Fiction	Literature/Fiction
<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Summer Reading Text

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none"> Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) Substitute a hands-on activity or use of different media in projects for a written activity Provide word banks / word walls Prepare and distribute advance notes Provide model sentence frames and sentence starters for both oral responses and written responses Provide additional time to complete assessments and assignments Model and use gestures to aid in understanding Model tasks by giving one or two examples before releasing students to work independently Present instructions both verbally and visually Simplify written and verbal instructions 	<ul style="list-style-type: none"> Break down assignments with oral directions, written directions, and visuals. Provide frequent reminders to stay on task. Provide copies of notes and practice note taking skills. Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. Follow individual IEP plans for specific modifications. Use colors to differentiate while teaching List steps or guidelines to clarify expected outcome Provide visual support Reinforce on-task behavior Peer mentoring (pairing with another student who is working at an advanced level) Guided questions Partnering/Grouping of students 	<ul style="list-style-type: none"> Provide a variety of individualized work centers Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation Provide students the opportunity to demonstrate for the class Create additional projects in a different medium Individual presentations Multiple mediums in project Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. Socratic Seminar/ FishBowl Discussions: Students will generate questions based on the essential questions and close reading

<ul style="list-style-type: none"> ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Simplify the language, format, and directions of the assessment ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's 	<ul style="list-style-type: none"> ● Re-teaching and review ● Multi-media approach to accommodate various learning styles ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. ● Socratic Seminar/ FishBowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. ● Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail. ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation 	<p>insights.</p> <ul style="list-style-type: none"> ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. ● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered. ● In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. ● Writing Process: Students will be encouraged to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities ● Use of leveled text and/or tiered writing assignments
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<p>Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)</p> <ul style="list-style-type: none"> • When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. • Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds • Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. • Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources:</p> <ul style="list-style-type: none"> • 20 strategies to Support EAL Children • What English Language Learners Wish Teachers Knew - Education Week • A Starting Point: Tips and resources for working with ESL newcomers 	<p>informs the teacher and themselves on the understanding of the text.</p> <ul style="list-style-type: none"> • Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. • In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. • Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners. • Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought.....Now I feel....." 	<ul style="list-style-type: none"> • Substituting oral and/or written directions • Implementing more data base and critical base questions • Adjusting timeline and product requirements • Enhancing specific content by expanding content responsibilities • Utilize more challenging materials •
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Stage 1: Desired Results**Established Goals:****New Jersey Student Learning Standards (NJSLs) for Language Arts**

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

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

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

Presentation of Knowledge and Ideas

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use parallel structure
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text

Interdisciplinary Companion Standards (NJSLS):

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. Craft and Structure
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

Technology Integration (NJSLS 8):

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

21st Century Skills Integration (NJSLS 9):

- CLK4 Demonstrate creativity and innovation.
- CLK5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLK8 Use technology to enhance productivity, increase collaboration and communicate effectively.
- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
 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
 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
 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

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- demonstrate their understanding of the overarching theme in the selected literature of the unpredictability of life's events.
- write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Meaning

Students will understand that:

Students will understand that:

- There are elements both within and beyond our control determining our destiny.
- An author's technique and style help convey to the reader universal truths about the human condition and man's fate
- By using effective writing techniques and substantial evidence from a text, a writer can convey his/her ideas and present his/her arguments.

Essential Questions:

- How do our actions affect our destiny and the lives of those around us?
- How do the environment and the society in which we live determine our destiny?
- Do our relationships or lack of relationships affect our destiny?
- Are our lives and our ability to achieve our dreams controlled by fate or free will?
- How do an author's literary technique, style, voice and characterization contribute to the central themes of his/her literature?
- How does an author's technique enhance the reader's appreciation of the literary work?
- How do effective writers develop a thesis and support and conclude their arguments?

Acquisition of Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> • How writers indirectly create character • Steinbeck's beliefs and biography and how he infuses his beliefs in his work • The plot elements in selected literature • Definitions of literary terminology • How situational irony, symbolism and foreshadowing are used to enhance themes of selected literature • The origins of Steinbeck's title • Key terms <ul style="list-style-type: none"> ○ Plot, characterization, conflict, climax, resolution, setting, point of view, symbolism, foreshadowing, allusion, mood, theme, situational irony, verbal irony, dramatic irony, direct characterization, indirect characterization, inference, imagery, antagonist, protagonist 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the development of character in literature • Understand how Steinbeck's life is reflected in the novel • Analyze setting, conflict, climax, mood, and resolution in selected literature • Understand and analyze symbolism, foreshadowing and irony in the selected literature • Understand and analyze the common theme in the selected literature • Analyze the allusive nature of the title of the novel • Relate Steinbeck's themes to other literature and the world around them in both discussion and writing
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Stage 2: Acceptable Evidence

Transfer Task

Students will write an original short story that echoes the theme of the unit. Story will have clearly defined setting, conflict, characterization, resolution, and literary devices (symbolism, foreshadowing, irony, allusion, imagery).

Upon the completion of *Of Mice and Men*, students will compose and revise an argumentative analysis in which they justify their stance on the end of the novel. (T)

Other Evidence

Quiz on literary techniques in short stories (RL)
Test on identifying literary techniques in a short story not read or discussed in class (RL)
Writing assignment - Short story with ironic ending (W, L)
Response Journal (W)
Bio-Poem to demonstrate indirect/direct characterization (W, L)
Final test on novel (RL)
Mock Trial Presentations (SL) (RL)
Student (jury) evaluations of trial presentations (SL)
Classwork/Homework (RI, RL, W)

Stage 3: Activities

Option One:

Literature: Short stories: The Necklace, The Gift of the Magi, The Last Leaf, The Cask of Amontillado, The Most Dangerous Game

Poetry: To A Mouse

Novel: Of Mice and Men

Essential Question Activity (A)

Definitions of Literary Terms (A)

Independent and group reading (A)

Textbook questions (A)

Class discussions (A)

Lecture (A)

Library research – biographical information on Steinbeck (A)

Chapter Focus Questions (A)

Bookmarks to mark passages with “sticky notes” for discussion (A)

Film (A)

Jigsaw – discussion questions (M)

Journal writing (M)

Map of Setting - Close reading activity (M)

RAFT writing assignment (M)

Close reading to mark passages for discussion (M)

Student led discussions referencing completed bookmarks and marked passages (M)

Writing Activities – Epitaph and Obituary (M)

Mock Trial preparation (graphic organizer, police statement, application of EQs to specific character/conflict) (M)

Irony in “real life” (T)

Mock Trial Presentation (T)

Revise writing based on teacher conferencing and feedback (T)

Effective use of literary devices in original writing (T)

Option Two:

Literature: Short stories: The Necklace, The Last Leaf and The Gift of the Magi

Poetry: To A Mouse, Us Two

Novel: Of Mice and Men

Essential Question Activity (A)
Definitions of Literary Terms (A)
Definitions of Vocabulary Terms (A)
Independent and group reading (A)
Comprehension questions (A)
Class discussions – Think, Pair, Share (A)
Lecture (A)
Library research – background on migrant farmers, mental retardation, American life in the 1930s, and biographical information on Steinbeck (A)
Guided reading questions (A)
Film and discussion (A)

Discussion questions (M)
Journal writing (M)
Writing Activities – Epilogue (M)
Passage Revision - grammar (M)
Character analyses (M)
Dreams writing assignment (M)
Structural observation of the text (M)
Theme analysis (M)

Euthanasia/Death with dignity debate (T)
Project Homeless (T)
Literary Device Hunt (T)
Vocabulary Bingo (T)
Close passage readings and analysis (T)
Friendship advertisement (T)
Dreams writing (T)
Unit test (T)
Creative assessment – epilogue, soundtrack, movie poster (T)
Writing assessment - justification analysis (T)
Small writing task - film comparison (T)

Reference Materials

Informational Text/Non-Fiction	Literature/Fiction
<p>Biographical information on John Steinbeck</p> <p>Articles on Euthanasia/Death with Dignity Laws</p>	<p>Short stories: The Necklace, The Gift of the Magi, The Last Leaf, The Cask of Amontillado, The Most Dangerous Game</p> <p>Poetry: To A Mouse</p> <p>Novel: Of Mice and Men</p>

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none"> ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Substitute a hands-on activity or use of different media in projects for a written activity ● Provide word banks / word walls ● Prepare and distribute advance notes ● Provide model sentence frames and sentence starters for both oral responses and written responses ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding 	<ul style="list-style-type: none"> ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Provide copies of notes and practice note taking skills. ● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Peer mentoring (pairing with another 	<ul style="list-style-type: none"> ● Provide a variety of individualized work centers ● Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. ● Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Multiple mediums in project ● Cooperative Groups: Groupings will be

<ul style="list-style-type: none"> ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Simplify the language, format, and directions of the assessment ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments 	<p>student who is working at an advanced level)</p> <ul style="list-style-type: none"> ● Guided questions ● Partnering/Grouping of students ● Re-teaching and review ● Multi-media approach to accommodate various learning styles ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. ● Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. ● Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail. ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses 	<p>homogenous to support enrichment. Challenge questions will be offered.</p> <ul style="list-style-type: none"> ● Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. ● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered. ● In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. ● Writing Process: Students will be encouraged to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be
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<ul style="list-style-type: none"> ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) ● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. ● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources:</p> <ul style="list-style-type: none"> ● 20 strategies to Support EAL Children ● What English Language Learners Wish Teachers Knew - Education Week ● A Starting Point: Tips and resources for working with ESL newcomers 	<p>with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.</p> <ul style="list-style-type: none"> ● Silent Sustained Reading (SSR) with Critical Lens: If shared text, the teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. ● In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. ● Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners. ● Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. 	<p>encouraged to craft their own essential questions for the text.</p> <ul style="list-style-type: none"> ● Substituting group or individual activities ● Use of leveled text and/or tiered writing assignments ● Substituting oral and/or written directions ● Implementing more data base and critical base questions ● Adjusting timeline and product requirements ● Enhancing specific content by expanding content responsibilities ● Utilize more challenging materials
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	Reflection at the close of the lesson will be supported with an exit card: "Before I thought.....Now I feel....."	
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Unit Title / Topic: Non-fiction

Unit Duration: 4 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Language Arts

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.9-10.8. 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.

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, or trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use parallel structure.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

C. Spell correctly.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Interdisciplinary Companion Standards (NJSLS):

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. Craft and Structure

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

Technology Integration (NJSLS 8):

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

21st Century Skills Integration (NJSLS 9):

CLK1 Act as a responsible and contributing community member and employee.

CLK4 Demonstrate creativity and innovation.

CLK5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLK6 Model integrity, ethical leadership and effective management.

CLK8 Use technology to enhance productivity, increase collaboration and communicate effectively.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

Transfer**Transfer Goal:**

Students will be able to independently use their learning to...

- Use evidence from informational text to demonstrate understanding of author's purpose

- Conduct research and present knowledge in clear and coherent writing

Meaning

Students will understand that:

Students will understand that:

- Nonfiction differs in purpose and structure from fiction
- Effective readers use strategies to help in comprehension
- Analyzing nonfiction and informational texts makes us better writers of these types of texts
- Conducting research helps us uncover information to support our ideas
- Adhering to a standard format when writing helps us convey our meaning clearly

Essential Questions:

- What is unique about non-fiction?
- How do I read nonfiction differently than fiction?
- How do writers of nonfiction use evidence and research to help support their ideas?

Acquisition of Knowledge & Skills

Students will know:

- Difference between fiction and nonfiction
- The characteristics of nonfiction texts
- Strategies for reading, writing and comprehending nonfiction and informational texts
- How to correctly use MLA format to structure a research paper and cite sources
- Key terms
 - Non-fiction, informational text, main idea, supporting evidence, topic sentence, thesis statement, direct quote, internal citation, textual support, Works Cited page

Students will be able to:

- Retell and summarize by selecting the most important facts and ideas from informational texts
- Reference quotes to support interpretation of author's meaning
- Use context clues to determine meaning of vocabulary
- Synthesize multiple sources of information found while researching
- Determine reliable sources
- Correctly cite sources using MLA format

Stage 2: Acceptable Evidence

Transfer Task

I-Search Paper - Students will conduct research to answer a self-generated question. They will use technology to gather information from multiple sources. They will produce clear writing appropriate to purpose and audience while synthesizing sources and following standard MLA format.

Other Evidence

Non-Fiction quote analysis for determining author's purpose (RI)
MLA Format Practice (RI) (W)
I-Search Outline (RI) (W)
I-Search Paper (RI) (W) (L)

Stage 3: Activities

Option One:

Essential Question Activity (A)
Lecture – Characteristics of Non-Fiction vs. Fiction (A)
Lecture – MLA Format (A)
Suggested Databases & Resources (A)
Evaluating Sources: CRAAP Method (A)
Source Card samples (A)
Tips for contacting experts/communicating in the real world (A)
Review/Discussion of sample I-Search Paper (A)

Evaluating Sources Checklist (M)
I-Search Outline (M)
MLA format practice of internal citations (M)
MLA format practice of Works Cited page (M)
Peer Editing (M)
Individual Teacher Conference on first draft of I-Search Paper (M)

Writing Revisions (T)
I-Search Paper (T)

Option Two:

Essential Question Activity (A)
Lecture – Characteristics of Non-Fiction vs. Fiction (A)
Lecture – MLA Format (A)
Review/Discussion of sample I-Search Paper (A)
Current events reading (A)
Grammar conventions (A)

I-Search Outline (M)
 MLA format practice of internal citations (M)
 MLA format practice of Works Cited page (M)
 Individual Teacher Conference on first draft of I-Search Paper (M)
 Current event analysis and discussion (M)
 Grammar conventions (M)

Writing Revisions (T)
 I-Search Paper (T)
 Current event persuasive letter (T)

Reference Materials

Informational Text/Non-Fiction	Literature/Fiction
MLA Formatting Guide Informational research articles on student topics	<ul style="list-style-type: none"> N/A

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none"> Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) Substitute a hands-on activity or use of different media in projects for a written activity Provide word banks / word walls Prepare and distribute advance notes 	<ul style="list-style-type: none"> Break down assignments with oral directions, written directions, and visuals. Provide frequent reminders to stay on task. Provide copies of notes and practice note taking skills. Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. 	<ul style="list-style-type: none"> Provide a variety of individualized work centers Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation

<ul style="list-style-type: none"> ● Provide model sentence frames and sentence starters for both oral responses and written responses ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Simplify the language, format, and directions of the assessment ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading 	<ul style="list-style-type: none"> ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Peer mentoring (pairing with another student who is working at an advanced level) ● Guided questions ● Partnering/Grouping of students ● Re-teaching and review ● Multi-media approach to accommodate various learning styles ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. ● Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. ● Metacognitive Journals: Journal 	<ul style="list-style-type: none"> ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Multiple mediums in project ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. ● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered. ● In-class short research assignments: Students will be encouraged to create
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<ul style="list-style-type: none"> ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) ● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. ● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) 	<p>assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.</p> <ul style="list-style-type: none"> ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text. ● Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. ● In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. ● Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These 	<p>additional research topics from the teacher suggestions.</p> <ul style="list-style-type: none"> ● Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities ● Use of leveled text and/or tiered writing assignments ● Substituting oral and/or written directions ● Implementing more data base and critical base questions ● Adjusting timeline and product requirements ● Enhancing specific content by expanding content responsibilities ● Utilize more challenging materials
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Additional Resources:

- [20 strategies to Support EAL Children](#)
- [What English Language Learners Wish Teachers Knew - Education Week](#)
- [A Starting Point: Tips and resources for working with ESL newcomers](#)

assessments have modified prompts to support struggling learners.

- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought.....Now I feel....."

Unit Title / Topic: “It’s choice – not chance – that determines your destiny.”

Unit Duration: 10 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Language Arts

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

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.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1. Use parallel structure.
 2. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - B. Use a colon to introduce a list or quotation.
 - C. Spell correctly.
- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 - C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - B. Analyze nuances in the meaning of words with similar denotations.
- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Companion Standards (NJSLS):

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. Craft and Structure
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence	
Technology Integration (NJSL 8): 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.	
21st Century Skills Integration (NJSL 9): CLK4 Demonstrate creativity and innovation. CLK5 Utilize critical thinking to make sense of problems and persevere in solving them. CLK8 Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. 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 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 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	
Transfer	
Transfer Goal: Students will be able to <u>independently</u> use their learning to... analyze how a public figure's choice has impacted his or her destiny by applying an understanding of how destiny is determined by choice in fiction. generate a creative project in which they illustrate their analysis and understanding of <i>Romeo and Juliet</i> .	
Meaning	
Students will understand that: <i>Students will understand that:</i> <ul style="list-style-type: none"> Both fate and free will determine our futures. Outside forces, such as community and environment, affect people's destinies. Our personal character flaws influence our decisions and can tragically affect our lives and the lives of others. 	Essential Questions: <ul style="list-style-type: none"> Do people choose their own path in life or is it predestined? How do individuals cope with the reality of their lives? How do flaws in human nature affect our fate? How do we attempt to control our own destiny? How does an author use literary technique, genre, style, voice and characterization to contribute to the central themes of his/her literature?

<ul style="list-style-type: none"> ● A writer's use of literary technique, genre, style, voice, characterization helps convey theme. ● A good thesis and strong supporting details that are appropriately documented enable a writer's ability to prove his/her ideas and arguments. 	<ul style="list-style-type: none"> ● How do good writers develop a thesis, support their arguments with primary sources, document and cite the sources using MLA format?
<p align="center">Acquisition of Knowledge & Skills</p>	
<p>Students will know:</p> <ul style="list-style-type: none"> ● How the elements of plot and characterization are illustrated in the literature ● How authors use symbolism to help convey their themes ● How to analyze and connect choices with consequences ● The historical information about the English Renaissance and how the history and culture of the time affected the writings of Shakespeare. ● The life of Shakespeare and the origins and elements of the theatre ● The definitions of various literary terms ● The traditional structure of the play ● MLA format for essay writing ● Key terms <ul style="list-style-type: none"> ○ Plot, exposition, characterization, conflict, climax, resolution, setting, point of view, symbolism, foreshadowing, mood, dramatic irony, motif, theme, narrative voice, crisis, denouement, soliloquy, aside, monologue, metaphor, simile, personification, paradox, oxymoron, pun, blank verse, imagery, tragedy, tragic hero, tragic flaw, catharsis, discovery and reversal, couplet, dramatic foil, comic relief, sonnet, allusion, hyperbole, thesis statement, topic sentence, direct quote 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand and discuss plot and character development ● Analyze the use of symbolism ● Recognize the thematic consistencies in the literature ● Understand how the culture and history of a time period impact the plot ● Define tragedy and discuss how the play is a tragedy ● Define the traditional structure of the play and relate Romeo and Juliet to it ● Think critically on the tragic nature of the many characters in the play and express their ideas in writing and/or group discussion/presentation ● Analyze and discuss Shakespeare's use of language and literary devices to enhance the meaning of the work. ● Understand and discuss the idea of predestination vs. free choice in the play ● Exhibit correct essay writing techniques ● Defend an interpretation using specific examples from the literature
<p align="center">Stage 2: Acceptable Evidence</p>	
<p align="center">Transfer Task</p> <p>Students will give a presentation on a public figure analyzing how his/her choice determined his/her destiny. Students will present biographical information, analysis of choice, as well as consequence of choice</p>	
<p align="center">Other Evidence</p>	

Option One

Quizzes on assigned reading (RL)

Lit. Log for *Speak* (RL, W)

Speak Essay on character development (based on choices) (RL, W, L)

Speak Tic-Tac-Toe Assignment (choices for demonstrating themes/characterization/symbolism in *Speak*) (RL, W, L)

Class Project – Creation of Symbolic Tree of Melinda's isolation and choices (RL, SL)

Homework (RI, RL, W, L)

Tests (RL, W, L)

Musical presentation of theme, characterization, conflict in play (RL, SL)

Romeo and Juliet essay on role of choice vs. chance (RL, W, L)

Personal responses writing on shared human nature (connection between student and Romeo's tragic flaw of impulsiveness) (RL, W, L)

Friar Lawrence's Sermon writing assignment proving three life lessons learned from the tragedy of *Romeo and Juliet* (RL, W, L)

Option Two

Personal journal responses (*Speak*)

Reading comprehension quizzes (*Speak*)

Analysis of clans (*Speak*)

Interior monologue (*Speak*)

Verb choices (*Speak*)

Guest speaker: depression, anxiety, isolation (*Speak*)

Symbolism of tree (*Speak*)

Topic vs. theme (*Speak*)

Theme analysis (*Speak*)

Real-world application of themes (*Speak*)

Oral reading (*Romeo and Juliet*)

Musical presentation of plot comparison/contrast (*Romeo and Juliet*)

Writing: role of choice vs. chance (*Romeo and Juliet*)

Writing: characterization and conflict (*Romeo and Juliet*)

Stage 3: Activities

Option One:

Literature: *Speak*, *Romeo and Juliet*

Acquisition of Knowledge:

Essential Question/Anticipatory Activities

Definitions of Literary/Key Terms

Internet scavenger hunt on life and times of William Shakespeare

Note Taking

Graphic organizers (characters, foils, choices/chance happenings)

Textbook questions

Independent and group reading

Class discussions

Biographical information on authors

Chapter Focus Questions

Graphic organizers for essay outlining

Films

Research of biographical information on subject for transfer task

Activities for making meaning:

Journal writing – connection between literature and students' lives

Revisit, comment and revise responses to anticipatory questions **after** reading

Writing Activities – analyzing choices/consequences in literature, application of EQ to literature, diary entries from various characters' POVs

Analysis of how a specific song reflects theme, character, conflict from *Speak*

Analysis of important quotations from novel/play

Collaborative group activities – analyzing/sharing traits of specific character, symbol, and theme from literature

Role Play ("what if" different choices were made)

Jigsaw – analysis of four examples of dramatic foils

Close reading of balcony scene to identify literary devices

Creative projects – designing Playbill cover

Teacher feedback on essay drafts

Activities for transfer of knowledge:

Revise writing based on teacher conferencing and feedback

Effective use of literary devices in original writing

Option Two:

Literature: *Speak*, *Romeo and Juliet*

Acquisition of Knowledge:

Essential Question/Anticipatory Activities/Music-based story interpretation

Definitions of Literary/Key Terms

Webquest on Globe Theatre and biographical information on Shakespeare

Note Taking on storyline

Graphic organizers (characters/families, foils, choices/chance happenings)

Class reading/performance

Class discussions

Biographical information on authors

Chapter Focus Questions; comprehension and analysis

Graphic organizers for essay outlining

Films

Activities for making meaning:

Journal writing – connection between literature and students' lives

Revisit, comment and revise responses to anticipatory questions after reading (based on themes)

Writing Activities – analyzing choices/consequences in literature, application of EQ to literature, journal entries, quotation analysis, character letter of conflict

Analysis of how a specific song reflects theme, character, conflict from *Speak* and *R & J*

Analysis of important quotations from novel/play

Collaborative group activities – analyzing/sharing traits of specific character, symbol, and theme from literature

Close reading of balcony scene and tomb scene to identify literary devices

Creative projects – 30 choices to trigger strengths

Activities for transfer of knowledge:

Revise writing based on teacher conferencing and feedback

Effective use of verbs, interior monologue, and literary devices in original writing

Project expressing understanding of characterization, point of view, writing style

Intro to Shakespeare - "Overcoming Your Bardophobia" article; insulting conversation;

"Translation" practice

Close Prologue translation

Act/scene comprehension questions (optional)

Class read alouds and discussion

Act quizzes

Characterization chart

Event timeline

Literary devices

Friar's letter to Romeo

"Man Up Monologue"

Quote identification challenge

Types of love

Exploring and supporting themes

Creative project

Film comparison - Zeffirelli and Luhrmann renditions; *Gnomeo and Juliet*

Reference Materials

Informational Text/Non-Fiction	Literature/Fiction
<ul style="list-style-type: none"> • Biographical information on life and times of William Shakespeare 	<ul style="list-style-type: none"> • Speak • Romeo and Juliet

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none"> • Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) • Substitute a hands-on activity or use of different media in projects for a written activity • Provide word banks / word walls • Prepare and distribute advance notes • Provide model sentence frames and sentence starters for both oral responses and written responses • Provide additional time to complete assessments and assignments • Model and use gestures to aid in understanding • Model tasks by giving one or two examples before releasing students to work independently • Present instructions both verbally and visually • Simplify written and verbal instructions 	<ul style="list-style-type: none"> • Break down assignments with oral directions, written directions, and visuals. • Provide frequent reminders to stay on task. • Provide copies of notes and practice note taking skills. • Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. • Follow individual IEP plans for specific modifications. • Use colors to differentiate while teaching • List steps or guidelines to clarify expected outcome • Provide visual supports • Reinforce on-task behavior • Peer mentoring (pairing with another student who is working at an advanced level) • Guided questions • Partnering/Grouping of students 	<ul style="list-style-type: none"> • Provide a variety of individualized work centers • Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. • Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation • Provide student the opportunity to demonstrate for the class • Create additional projects in a different medium • Individual presentations • Multiple mediums in project • Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. • Socratic Seminar/ Fish Bowl Discussions:

<ul style="list-style-type: none"> ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Simplify the language, format, and directions of the assessment ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's 	<ul style="list-style-type: none"> ● Re-teaching and review ● Multi-media approach to accommodate various learning styles ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. ● Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. ● Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail. ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation 	<p>Students will generate questions based on the essential questions and close reading insights.</p> <ul style="list-style-type: none"> ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. ● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered. ● In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. ● Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities
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<p>Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)</p> <ul style="list-style-type: none"> • When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. • Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds • Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. • Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources:</p> <ul style="list-style-type: none"> • 20 strategies to Support EAL Children • What English Language Learners Wish Teachers Knew - Education Week • A Starting Point: Tips and resources for working with ESL newcomers 	<p>informs the teacher and themselves on the understanding of the text.</p> <ul style="list-style-type: none"> • Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. • In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. • Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners. • Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought.....Now I feel....." 	<ul style="list-style-type: none"> • Use of leveled text and/or tiered writing assignments • Substituting oral and/or written directions • Implementing more data base and critical base questions • Adjusting timeline and product requirements • Enhancing specific content by expanding content responsibilities • Utilize more challenging materials • •
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Unit Title / Topic: Man's Cruelty Stands in the Way of Destiny

Unit Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Language Arts

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

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

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

Presentation of Knowledge and Ideas

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text

Interdisciplinary Companion Standards (NJSLS):

RH.9-10.1. Accurately cite strong and thorough textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

Technology Integration (NJSLS 8):

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

21st Century Skills Integration (NJSLS 9):

CLK5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLK8 Use technology to enhance productivity, increase collaboration and communicate effectively.

9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
 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
 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
 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

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- apply the themes gleaned from literary texts to real life situations, articulated through research, reflection, and reporting.

Meaning

Students will understand that:

Students will understand that:

- The cruelties and prejudices of humanity and society impact the destinies of the individual and human history.
- An individual's courage and empathy in the face of racism and hatred can affect his/her future and the future of others.
- There are innocent victims throughout human history, but also many who seek justice for the victims.
- The author's literary techniques help convey themes of racism and cruelty to the reader.

Essential Questions:

- How do our actions affect our destiny and the lives of those around us?
- How does one's environment and the society in which we live determine our destiny?
- How does a person's courage determine his or her life's path?
- How do our empathy and our prejudices shape our destiny and the destinies of others?
- How does man's inhumanity to man create "mockingbirds" and "defenders of mockingbirds"?
- How do an author's literary technique, style, voice and characterization contribute to the central themes of his/her literature?
- How does an author's technique enhance the reader's appreciation of the literary work?

Acquisition of Knowledge & Skills

Students will know:

- How the elements of plot and characterization are illustrated in the literature
- The authors' use of literary devices to help convey theme
- How to analyze and connect choices with consequences
- The themes and motifs of the literature
- The autobiographical elements in the literature
- The setting of the novel (race relations in the South in the 1930s)

Students will be able to:

- Understand and discuss plot and character development
- Apply literary terms to literature
- Analyze and discuss character development and character relationships within the literature
- Recognize the thematic consistencies in the literature
- Defend an interpretation using specific examples from the literature

- Key terms
 - Protagonist, antagonist, setting, plot, exposition, characterization, conflict, climax, resolution, point of view, symbolism, foreshadowing, allusion, mood, motif, theme, hypocrisy, prejudice (racial, social, gender), segregation, empathy, Scottsboro trials

Stage 2: Acceptable Evidence

Transfer Task

Students will connect the theme of the unit to “real life” by identifying and providing evidence to support a contemporary or historical figure they believe exemplifies Harper Lee’s definition of a “mockingbird.”

Upon the completion of *To Kill a Mockingbird*, students will conduct heavy research to demonstrate how the underlying concepts of the Jim Crow Era are still found in modern society. Using this research, they will create political cartoons illustrating how the “Modern Day Jim Crow” issues are evident today. **Amistad Law:** N.J.S.A. 18A 52:16A-88

Other Evidence

Option One

Quizzes on assigned reading (RL)

Personal connection journal responses (RL)

Speak Tic-Tac-Toe Assignment (choices for demonstrating themes/characterization/symbolism in Part One of *To Kill a Mockingbird*) (RL) (W) (SL)

Newspaper article writing assignment based on “NY Times” article about Scottsboro Trials (*TKAM* mob scene) (RI) (RL) (W) (L)

To Kill a Mockingbird final essay on Jem & Scout’s moral education (W) (L)

Final test on *To Kill a Mockingbird* (RL) (W)

Option Two

Quotation analysis per reading segment

Personal connection journaling

Jim Crow Laws & Scottsboro Boys Trial

Close readings of essential scenes in understanding themes

Class quotation analyses

Stage 3: Activities

Option One:

Literature: *To Kill a Mockingbird*, *Twelve Angry Men* - **Amistad Law:** N.J.S.A. 18A 52:16A-88

Acquisition of Knowledge:

Essential Question Activity

Definitions of Literary Terms

Independent and group reading

Textbook questions

Pre-reading activity – visual – seeing different perspectives of photo

Short film – *Lunch Date* to identify and define dangers of stereotyping

Anticipatory questions for *To Kill a Mockingbird*

Library research – Scottsboro Trials/Jim Crow laws

Homework

Vocabulary in context

Class discussions

Biographical information of authors

Chapter Focus Questions

Graphic organizer and checklist for essay writing

Non-fiction article on racial stereotyping in today's society

Non-fiction article referencing *TKAM* on racial hoaxes throughout history

PBS documentary film – Scottsboro Trials

Film of *To Kill a Mockingbird*

Activities for making meaning:

Writing Activities – application of EQs to literature

Writing activity to illustrate empathy – assuming perspective of assigned character

Analysis of important quotations from novel

Defending individual interpretation of symbol in small groups

Collaborative group activities

Teacher feedback on essay drafts for student revision

Film of *Twelve Angry Men* as comparison piece with discussion questions

Transfer of knowledge:

Essay revisions

Option Two:

Literature: *To Kill a Mockingbird*

Acquisition of Knowledge:

Anticipation Guide

Biographical information of authors

Jim Crow Laws webquest

Scottsboro Boys Trial documentary

Essential Question Activity

Definitions of Literary Terms

Independent and group reading
Oral comprehension questions
Pre-reading activity – visual – seeing different perspectives of photos (lynching, The Great Depression)
Class discussions
Graphic organizers for characters
Writing responses
Non-fiction article on racial stereotyping in today's society
Film of *To Kill a Mockingbird*

Activities for making meaning:

Writing Activities – application of EQs to literature
Writing activity to illustrate empathy – assuming perspective of assigned character
Role playing; empathy scenarios
Analysis of important quotations and passages from novel
Collaborative group activities
Close reading of trial; understanding testimonies and implications
Teacher feedback on writing tasks
Personal connection journaling

Transfer of knowledge:

Writing revisions

Anticipation guide
Characterization chart
Character quiz
Character sketch
Mockingbird criteria
Mockingbird writing task
Scottsboro Boys Trial
TKAM Anniversary - Obama article
Class discussions on significant plot events
Strange Fruit lyric analysis and connection
Trial chart
Theme exploration
Modern Day Jim Crow research

Reference Materials

Informational Text/Non-Fiction	Literature/Fiction
<p>Scottsboro Trial Documentary (video) Amistad Law: N.J.S.A. 18A 52:16A-88</p> <p>Newspaper articles dealing with racism Amistad Law: N.J.S.A. 18A 52:16A-88</p>	<p><i>To Kill a Mockingbird</i> - Amistad Law: N.J.S.A. 18A 52:16A-88</p> <p><i>Twelve Angry Men</i></p>

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none"> ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Substitute a hands-on activity or use of different media in projects for a written activity ● Provide word banks / word walls ● Prepare and distribute advance notes ● Provide model sentence frames and sentence starters for both oral responses and written responses ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently 	<ul style="list-style-type: none"> ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Provide copies of notes and practice note taking skills. ● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Peer mentoring (pairing with another student who is working at an advanced 	<ul style="list-style-type: none"> ● Provide a variety of individualized work centers ● Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. ● Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Multiple mediums in project ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.

<ul style="list-style-type: none"> ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Simplify the language, format, and directions of the assessment ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. 	<ul style="list-style-type: none"> level) ● Guided questions ● Partnering/Grouping of students ● Re-teaching and review ● Multi-media approach to accommodate various learning styles ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. ● Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. ● Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail. ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which 	<ul style="list-style-type: none"> ● Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. ● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered. ● In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. ● Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft their own essential questions for the text.
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<ul style="list-style-type: none"> ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) ● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. ● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources:</p> <ul style="list-style-type: none"> ● 20 strategies to Support EAL Children ● What English Language Learners Wish Teachers Knew - Education Week ● A Starting Point: Tips and resources for working with ESL newcomers 	<p>questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.</p> <ul style="list-style-type: none"> ● Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. ● In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. ● Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners. ● Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be 	<ul style="list-style-type: none"> ● Substituting group or individual activities ● Use of leveled text and/or tiered writing assignments ● Substituting oral and/or written directions ● Implementing more data base and critical base questions ● Adjusting timeline and product requirements ● Enhancing specific content by expanding content responsibilities ● Utilize more challenging materials ● ●
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	supported with an exit card: "Before I thought.....Now I feel....."	
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Unit Title / Topic: Book Clubs	Unit Duration: 5 weeks
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Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Language Arts

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Interdisciplinary Companion Standards (NJSLs):

RH.9-10.1. Accurately cite strong and thorough textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

Technology Integration (NJSLs 8):

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

21st Century Skills Integration (NJSLs 9):

CLK1 Act as a responsible and contributing community member and employee.

CLK4 Demonstrate creativity and innovation.

CLK5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLK6 Model integrity, ethical leadership and effective management.

CLK9 Work productively in teams while using cultural / global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

Transfer**Transfer Goal:**

Students will be able to independently use their learning to...

- Participate in student led discussions to analyze and interpret a text of their choice

- Create a project depicting their knowledge, analysis and interpretation of text

Meaning

Students will understand that:

Students will understand that:

- Individual preparation is necessary for effective collaboration
- There are various approaches to analyzing literature
- Citing specific textual evidence helps to prove a reader's interpretation
- Collaboration enhances an individual's interpretation of literature

Essential Questions:

- How does a reader construct meaning from a text?
- How does a reader develop lifelong reading habits?
- How does a reader develop a reading identity?
- How do Book Clubs promote a culture of reading?
- How do readers effectively prepare to engage in book discussions?

Acquisition of Knowledge & Skills

Students will know:

- Readers must examine patterns among the structural elements of a text in order to construct meaning
- Readers define their social relationship with the text by evaluating the writer's motives for telling the story, the sources of characters' behaviors and relationships, and the sources of readers' own responses
- Readers apply their background knowledge of different fields or topics to their understanding of a text.
- Readers must examine how the expectations, values, and conventions of different institutional or cultural forces shape the text itself as well as readers' responses to and understanding of that text

Students will be able to:

- Analyze text using textual, social, topical, or cultural approach
- Prepare for and participate in collaborative discussion about text
- Reflect on knowledge gained from multiple perspectives
- Depict and present final interpretation of text

Stage 2: Acceptable Evidence

Transfer Task

Students will create and present a project of their choice depicting their interpretation or focus of text

Other Evidence

Completed Bookmarks (Textual, Social, Topical, or Cultural Approach)
 Passages marked with "sticky" notes
 Discussions participation
 Book Club Discussion Record
 Teacher observation journal - field notes

Stage 3: Activities

Teacher modeling and student practice using first novel of study (Of Mice & Men) (A)
 Reading Survey (A)
 Book Club Talks introducing titles (A)
 Book Choice Survey (A)
 Book Club Talk Reflection (A)
 Independent reading time (A)
 Rules established by each Club (M)
 Book Club meeting agenda (M)
 Weekly Student led discussion based on passages marked in accordance with completed Bookmark (M)
 Discussion Record (M)
 Final Project Participation Statement (M)
 Final project (product and presentation))- Life Map, Thematic Connection, Body Biography, Censorship Scenario, Cultural Studies (T)

Reference Materials

Informational Text/Non-Fiction	Literature/Fiction
Book Club Non-Fiction Texts	Book Club Fictional Texts

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none"> Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) Substitute a hands-on activity or use of different media in projects for a written activity Provide word banks / word walls 	<ul style="list-style-type: none"> Break down assignments with oral directions, written directions, and visuals. Provide frequent reminders to stay on task. Provide copies of notes and practice note taking skills. Work on organizational skills such as keeping class binder, completing assignments on time, and checking 	<ul style="list-style-type: none"> Provide a variety of individualized work centers Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. Provide student with exemplars of

<ul style="list-style-type: none"> ● Prepare and distribute advance notes ● Provide model sentence frames and sentence starters for both oral responses and written responses ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Simplify the language, format, and directions of the assessment ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading 	<p>classroom website for assignments.</p> <ul style="list-style-type: none"> ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Peer mentoring (pairing with another student who is working at an advanced level) ● Guided questions ● Partnering/Grouping of students ● Re-teaching and review ● Multi-media approach to accommodate various learning styles ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. ● Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. 	<p>expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation</p> <ul style="list-style-type: none"> ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Multiple mediums in project ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. ● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
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<ul style="list-style-type: none"> ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) ● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. ● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) 	<ul style="list-style-type: none"> ● Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail. ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text. ● Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. ● In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. ● Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the 	<ul style="list-style-type: none"> ● In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. ● Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities ● Use of leveled text and/or tiered writing assignments ● Substituting oral and/or written directions ● Implementing more data base and critical base questions ● Adjusting timeline and product requirements ● Enhancing specific content by expanding content responsibilities ● Utilize more challenging materials
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Additional Resources:

- [20 strategies to Support EAL Children](#)
- [What English Language Learners Wish Teachers Knew - Education Week](#)
- [A Starting Point: Tips and resources for working with ESL newcomers](#)

Assessment category below. These assessments have modified prompts to support struggling learners.

- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought.....Now I feel....."