Unit 1: Understanding Plot Through Fictional Stories

Content Area: **Language Arts**
Course(s): **ENGLISH I**
Time Period: **Marking Period 1**
Length: **10 weeks**
Status: **Published**

Transfer Goals and Career Ready Practices

Transfer Goals

Students will learn that there are a variety of ways that we become better readers of both fiction and non-fiction and learn to utilize the reading strategies that best help them to understand what the author is trying to communicate. They will also learn how professional writers build stories in an effort to hold our interest so that students can relate their own fictional and non-fictional events in an engaging manner that resembles that of a professional storyteller.

Standards

Reading Literature Standards

LA.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.
LA.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.
LA.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).
LA.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).
LA.RL.9-10.10a	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.

Reading Informational Text Standards

LA.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.
LA.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.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

Informative/Explanatory Writing Standards

LA.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.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.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.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Narrative Writing Standards

LA.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.
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Writing Standards

LA.W.11-12.4	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.)
LA.W.11-12.5	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.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.9.A	Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics").
LA.W.11-12.9.B	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LA.W.11-12.10	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.

Speaking and Listening Standards

LA.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.

LA.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.
LA.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.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language Standards

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.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.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.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.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.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.
LA.L.9-10.4.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.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.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.
LA.L.9-10.4.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).
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.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.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Concepts

Essential Questions

- How do literary devices (e.g. suspense, conflict) serve to convey real-life events in a work of nonfiction?

- How do stories begin, build and unfold?

- How does conflict affect a character's development?

- What techniques (e.g. imagery/sensory details, pacing) do writers use to build suspense or convey mystery?

Understandings
- All stories follow a specific pattern or arc of events.

- There are various types of conflict that a character can experience.

- Characters are developed and influenced through the conflict that they experience.

- Creating suspense is essential to relating an effective story.

Critical Knowledge and Skills

Knowledge

Students will know:

- Close reading strategies.

- Basic elements of fiction (e.g. setting, plot, character, point-of-view).

- Types of conflict.

- Direct and indirect characterization.

- Various storytelling techniques (e.g. suspense, sensory details) that advance the plot.

Skills

Students will be able to:

- Employ storytelling techniques in an original narrative.
- Identify and analyze an author's use of storytelling techniques.
- Identify various types of conflict.
- Use close reading strategies to understand a text.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Vocabulary actives
- Double-journal entries
- Guided reading questions
- Do Nows
- Exit Tickets

- Graphic organizers
- Reading quizzes
- Google Slides presentation
- SAT/ACT practices

School Summative Assessment Plan

- Short Story Essay
- TEAM Paragraphs
- One-Pager Project
- *Turtles All the Way Down* Essay

Primary Resources

- "The Most Dangerous Game"
- "The Sniper"
- "The Colomber"
- "Lather and Nothing Else"
- *Turtles All the Way Down*

Supplementary Resources

- "Veterans Offer Survival Tips For Freshman Year of High School"
- "Earth on Turtles Back"
- YouTube
- TedTalk

Technology Integration and Differentiated Instruction

Technology Integration

- Google Classroom - used for daily interactions with the students covering a vast majority of different

educational resources (notes, Exit Tickets, classroom polls, classwork/homework, etc.)

- One-to-one student laptops - all students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic

- Various programs (e.g. Kahoot!, Quizlet) to introduce and/or review information, vocabulary terms, etc.

- Google Slides or Prezi to collaborate with other students in completing formative assessments

- Various video clips related to material at hand

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional titles to further challenge advanced readers.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   All assignments have been created in the student's native language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.

❏   Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.

❏   IXL levels can be modified to address areas of opportunity in student learning.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏　　All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met. ICR specific activities for chunking and reteaching are underlined in learning plan.

❏　　Access to online and audio text will be made available whenever possible to accommodate struggling readers.

❏　　All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

SOCIAL STUDIES - Students will possess basic understanding of the Irish Civil War in conjunction with their reading of "The Sniper".

VISUAL/PERFORMING ARTS - Students will create a visual representation of the setting, characters, and conflict in *Turtles All the Way Down* via a one-pager project.

APPLIED TECHNOLOGY - Students will use Google Slides to chart the development and decision of the main character of "Lather and Nothing Else".

GLOBAL AWARENESS - Students will possess a basic understanding of the importance of mental health.

Learning Plan / Pacing Guide

Unit 1: Understanding Plot Through Fictional Stories

Weeks 1-4

- Introduction to class

- "Veterans Offer Survival Tips For Freshman Year of High School"

- "The Sniper"

- "The Most Dangerous Game"

- "Lather and Nothing Else"

- "The Colomber"

- Short Story Essay

- Overview of classroom policies

- Collaborative activity: students compos narratives and collaborate to determine

- Discussion regarding importance of und literature

- Read and write response to article

- Analyze sample responses

- Discuss expectations regarding shorter writing assignments using TEAM form

- Introduce vocabulary terms

- Review concept of narrative arc

- Review external conflict

- View pertinent film clips reflecting vari external conflict

- Formulate prediction (using narrative a terms

- Read short stories

- Review internal conflict

Weeks 5-10:

- Turtles All The Way Down
- Close reading Essay

- Introduction to the novel and author

- Reader response journals

- Tracing and establishing setting, charac

- One-pager project

Unit 2: Reading Argumentative Selections and First-Hand Accounts

Content Area: **Language Arts**
Course(s): **ENGLISH I**
Time Period: **Marking Period 2**
Length: **11 weeks**
Status: **Published**

Standards

Reading Informational Text Standards

LA.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.
LA.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.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.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.
LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
LA.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

Argumentative Writing Standards

LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.9-10.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Informative/Explanatory Writing Standards

LA.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.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.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.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing Standards

LA.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.)
LA.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.
LA.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.

LA.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.
LA.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).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.9.B	Apply grades 9–10 Reading standards to nonfiction informational (e.g., "Delineate 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 fallacious reasoning").
LA.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.

Speaking and Listening Standards

LA.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.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.
LA.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.

Language Standards

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

	writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.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.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.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.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.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.
LA.L.9-10.4.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.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.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.
LA.L.9-10.4.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).
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.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.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will learn that there are techniques one uses to convince or to argue a viewpoint so that they will be able to speak and write persuasively to support their personal views and arguments.

Concepts

Essential Questions

- How can a piece of writing engender an emotional reaction (e.g. empathy, anger) from its audience?

- How can one's personal experiences serve to convey truth?

- How can the personal experiences of an individual in one time or place relate to the experiences of another individual in another time or place?

- What strategies do individuals use to successfully argue a claim or position?

Understandings

- An effective claim needs to be supported with valid reasons.

- Valid reasons need to be supported with legitimate support.

- A claim can be argued via different persuasive appeals.

- Memoirs are capable of speaking to readers despite disparities between time and place.

Critical Knowledge and Skills

Knowledge

Students will know:

- Various methods of persuasion.

- The difference between various persuasive appeals.

- The difference between a claim, reasons and support.

- Legitimate information needs to be distinguished from illegitimate information.

- The MLA format.

Skills

Students will be able to:

- Determine how an author's background or personal details affects his or her perspective.
- Differentiate between facts and a writer's interpretation of a given situation.
- Identify and develop a claim, reasons and support.
- Identify and utilize various methods of persuasion.
- Identify and utilize various persuasive appeals.
- Locate credible sources through databases and other reference sources.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- SAT/ACT/PARCC practices

- Short writing assignments

- Graphic organizers

- Reading quizzes

- Double-entry journals

- RAFT

- Guided reading questions

- Do Nows

- Exit Tickets

School Summative Assessment Pan

- Methods of Persuasion TEAM Paragraph
- *Farewell to Manzanar* essay
- DBQ Essay

Primary Resources

- *Farewell to Manzanar*
- *Into the Wild*
- "A Speech to the Association of Los Alamos Scientists"
- "A Petition to the President of the United States"
- "The Decision to Drop the Bomb"

Supplementary Resources

- "Is Digital Connectedness Good or Bad For People?"

- Short biographies of Chris McCandless' literary heroes (Jack London, Henry David Thoreau, Leo Tolstoy)

- "To Build a Fire"

- "What Men Live By"

- TEDTalk: "Tough Truths About Plastic Pollution"

- TEDTalk: "Less stuff, more happiness"

- YouTube: "Why Programming is Important"

Technology Integration and Differentiated Instruction

Technology Integration

- Google Classroom - used for daily interactions with the students covering a vast majority of different educational resources (notes, Exit Tickets, classroom polls, classwork/homework, etc.)

- One-to-one student laptops - all students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic

- Databases - used to gather legitimate information to be incorporated into persuasive research essay

- Various video clips related to material at hand

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional titles to further challenge advanced readers.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   All assignments have been created in the student's native language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.

❏   Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.

❏   IXL levels can be modified to address areas of opportunity in student learning.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met. ICR specific activities for chunking and reteaching are underlined in learning plan.

❏   Access to online and audio text will be made available whenever possible to accommodate struggling readers.

❏   All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Learning Plan / Pacing Guide

Unit 2: "Reading Argumentative Selections and First-Hand Accounts"

Weeks 11-12

• Introducing arguments: This or That? Statements • "Is Digital Connectedness Good or Bad for People?" • Methods of Persuasion Outlining an Argument • Methods of Persuasion Group Project • Methods of Persuasion TEAM Paragraph • TEDTalk: "Tough Truths About Plastic Pollution" • TEDTalk: "Less stuff, more happiness" • YouTube: "Why Programming is Important" • Persuasive Appeals TEAM Paragraph	• Introductory activity: formulate and discuss reasons for various statements • Take introductory notes on persuasive/argumentative writing • Read and identify methods of persuasion used throughout various excerpts from "Is Digital Connectedness Good or Bad For People?" • Analysis of arguments (identification of methods of persuasion, strengths/weaknesses of arguments) used throughout articles • Take introductory notes on persuasive appeals (ethos, pathos, logos) • Identify authors' use of ethos, pathos and logos throughout various arguments

Weeks 13-22

• *Into the Wild* • Short biographies of Chris McCandless' literary heroes (Jack London, Henry David Thoreau, Leo Tolstoy) • Various video clips related to Into the Wild (e.g. 20/20 report, Return to the Wild: The Chris McCandless Story) • Film version of Into the Wild • "Hiker Identified By Self-Portrait" • "To Build a Fire" • Excerpts from Walden • "What Men Live By" • "To Build a Fire" • "What Men Live By" • *Farewell to Manzanar*	• Pre-reading activities/discussion regarding living as part of society versus living in isolation • SAT/ACT/PARCC practice (using "How Much Land Does a Man Need?") • Watch various clips pertaining to Chris McCandless' experiences (e.g. 20/20 report) • Chunked chapter readings for HW • Watch various clips pertaining to Chris McCandless' experiences (e.g. Return to the Wild: The Chris McCandless Story, clips from film version of Into the Wild) • Analyze contradictions in main character and author's purpose for presenting these contradictions • Watch various clips pertaining to Chris

Farewell to Manzanar Essay - Atomic Bomb DBQ - DBQ Essay	McCandless' experiences (e.g. interview with Jon Krakauer, clips from film version of Into the Wild) - Read short biographies of Chris McCandless' literary heroes; take notes - Watch various clips from film version of Into the Wild - SAT/ACT/PARCC practice (using "To Build a Fire") - Read "To Build a Fire", excerpts from Walden and "What Men Live By" - Read chapter sixteen of Into the Wild - Discuss and identify certain "truths" or principles by which McCandless lived (with specific regard to what Jon Krakauer wanted audience to know about this individual) - Reading Quizzes - Introductory discussions regarding historical context of Farewell to Manzanar - Introduce characteristics of memoir - Watch various video clips pertaining to the internment of Japanese-Americans (e.g. original propaganda videos) - Read and rephrase President Roosevelt's Executive Order 9066 (as a means of establishing historical context) - Introduction of concepts of sympathy and empathy - Write from perspective of one character as a means of attaining empathy - Discuss and argue (using persuasive appeals) which items might be useful in internment camp - Watch George Takei's TED Talk - SAT/ACT/PARCC practice (using

	"Literature's Emotional Lessons") • Discuss and analyze how various excerpts of Farewell to Manzanar might work to engender empathy

Interdisciplinary Connections

SOCIAL STUDIES - Students will possess a basic understanding of the historical context of President Roosevelt's Executive Order 9066 and the forced internment of Japanese-Americans during World War II in conjunction with their reading of *Farewell to Manzanar*. Students will possess a basic understanding of the demands and struggles of survival in typically uninhabitable climates in conjunction with their reading of Into the Wild.

VISUAL/PERFORMING ARTS - Students will analyze various works of art completed by Japanese-American internees in conjunction with their reading of *Farewell to Manzanar*.

APPLIED TECHNOLOGY - Students will learn how to navigate the databases in order to locate legitimate information to be incorporated into their TEAM paragraphs.

GLOBAL AWARENESS - Students will possess a basic understanding of Japanese family traditions and culture in conjunction with their reading of *Farewell to Manzanar*. Furthermore, they will read various articles discussing current national and global issues.

Unit 3: Conveying Observations and Discoveries Through Tragedy

Content Area: **Language Arts**
Course(s):   **ENGLISH I**
Time Period: **Marking Period 3**
Length: **5 weeks**
Status: **Published**

Standards

Reading Literature Standards

LA.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.
LA.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.
LA.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.
LA.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).
LA.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).
LA.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.
LA.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).
LA.RL.9-10.10a	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.

Informative/Explanatory Writing Standards

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

LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.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.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing Standards

LA.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.)
LA.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.
LA.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.
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.9.A	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").
LA.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.

Speaking and Listening Standards

LA.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.

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.

Language Standards

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.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.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.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.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.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.
LA.L.9-10.4.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.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.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.
LA.L.9-10.4.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).
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.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.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

1.1.12prof.CR3a).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will read literature to allow them to better observe, connect, and reflect on the world around them and express such thoughts through their own writing.

Concepts

Essential Questions

- How can the genre of tragedy reflect real-life truths in a way that other narratives cannot?
- How does Shakespeare still connect to a twenty-first century audience?
- How does a reader derive meaning from the unfamiliar language of a text?
- What are the elements of a Shakespearean tragedy?
- What is a tragic hero, and how is it revealed over the course of a tragic hero's experience?

Understandings

- Characterization is conveyed in a variety of ways (actions, thoughts, interactions, etc.) and can create a multifaceted understanding of a character.

- Tragedy is a timeless genre.

- Literature can serve as an effective means of reflection upon man's shortcomings.

- Many of the themes Shakespeare addressed are relevant to audiences today.

Critical Knowledge and Skills

Knowledge

Students will know:

- The elements of tragedy.

- The background and characteristics of a Shakespearean drama.

- That a drama utilizes various literary elements (e.g. characterization, setting, etc.) differently than a traditional narrative.

Skills

Students will be able to:

- • - Analyze how a character is developed through his or her actions, thoughts, interactions with other characters, etc.
- • - Analyze how the character's actions and motivations support our definitions of the "tragic hero" and the "tragic flaw".
- • - Identify the characteristics of a Shakespearean tragedy.
- • - Identify the tragic flaw(s) of the tragic hero.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Exit Tickets

- Do Nows

- Guided reading questions

- Predictions

- Reading quizzes

- SAT/ACT/PARCC practices

- Short writing assignments

- Timeline/flow chart representing character's development

- Webquest

School Summative Assessment Plan

- *Romeo and Juliet* essay
- NJSLAA practice

Primary Resources

- *Romeo and Juliet*

Supplementary Resources

- Film version of *Romeo and Juliet*
- CommonLit: "Should We Scoff at the Idea of Love at First Sight?"

Technology Integration and Differentiated Instruction

Technology Integration

- Google Classroom - used for daily interactions with the students covering a vast majority of different educational resources (notes, Exit Tickets, classroom polls, classwork/homework, etc.)

- One-to-one student laptops - all students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic

- Google Slides chart character's development as tragic hero or victim of circumstance

- Various video clips related to material at hand

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional titles to further challenge advanced readers.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   All assignments have been created in the student's native language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.

❏   Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.

❏   IXL levels can be modified to address areas of opportunity in student learning.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their

materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met. ICR specific activities for chunking and reteaching are underlined in learning plan.

❏   Access to online and audio text will be made available whenever possible to accommodate struggling readers.

❏   All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Students will possess a basic understanding of the economic standings of different classes in seventeenth-century England in order to better comprehend the significance of the theater at the time of Shakespeare's writing.

SOCIAL STUDIES - Students will possess a basic understanding of life in seventeenth-century England, with special respect to the theater, cultural norms and racial and gender biases. Possessing this understanding will enable them to better comprehend the themes and issues presented in *Othello*.

VISUAL/PERFORMING ARTS - Students will design an interactive flow chart using either Prezi or Lucidchart that charts a character's development.

GLOBAL AWARENESS - Students will possess a basic understanding that the trope of tragic hero has been used at various times by various cultures throughout history.

Learning Plan / Pacing Guide

Unit 3: "Conveying Observations and Discoveries Through Tragedy"
Weeks 23-28

• CommonLit: Should we Scoff at the Idea of Love at First Sight? • Romeo & Juliet • Tragic Hero TEAM Paragraph • Romeo & Juliet 1996 Film • Romeo & Juliet Essay	• Establish historical context (take notes, watch various pertinent video clips) for tragedies, tragic heroes, etc. • Make predictions for Romeo and Juliet using pre-selected quotes • Watch relevant portions of film version of Romeo and Juliet • Read Acts 1-5 of Romeo and Juliet

	throughout the unit
	• Compare and contrast scene from film version of Romeo and Juliet with text
	• Watch relevant portions of film version of Romeo and Juliet
	• Independently complete reading notes slides and reading quizzes for each act
	• Watch various video clips pertaining to tragedies, tragic heroes, etc. (e.g. TED Talk)
	• Read and analyze pre-selected quotes regarding Romeo's role as tragic hero
	• Romeo's Tragic Flaw Essay

Unit 4: Criticizing Societal Issues Through Writing

Content Area: **Language Arts**
Course(s): **ENGLISH I**
Time Period: **Marking Period 4**
Length: **11 weeks**
Status: **Published**

Standards

Reading Literature Standards

LA.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.
LA.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.
LA.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.
LA.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).
LA.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).
LA.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.
LA.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).
LA.RL.9-10.10a	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.

Informative/Explanatory Writing Standards

LA.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.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the

	audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.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.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Narrative Writing Standards

LA.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.
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Writing Standards

LA.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.)
LA.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.
LA.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.
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.9.A	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").
LA.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.

Speaking and Listening Standards

LA.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.

Language Standards

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.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.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.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.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.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.
LA.L.9-10.4.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.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.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.

LA.L.9-10.4.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).
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.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.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will learn that fiction writing can serve as an effective means of critiquing aspects of both past and present society.

Concepts

Essential Questions

- How can narrative writing be used to criticize contemporary issues?
- What aspects of contemporary society reflect those portrayed in the text?

Understandings

- Certain forms of storytelling (e.g. fables, allegories) have specific purposes.

- Fiction can be an effective means of criticizing various societal issues.

- Being able to identify a theme is essential to understanding a work of fiction.

Critical Knowledge and Skills

Knowledge

Students will know:

- The characteristics of a fable.

- The characteristics of an allegory.

- That theme is developed through an author's use of other literary elements (e.g. setting, characterization, etc.).

- An author's purpose in using the mode of fiction in order to critique.

Skills

Students will be able to:

- - Articulate an author's commentary on or portrayal of social constructs.
- - Connect the themes of the text to contemporary issues.

- - Determine the purpose and characteristics of allegorical writing.
- - Identify social constructs reflected in narratives.
- - Understand the text from a 1) literal, 2) interpretive or analytical and 3) critical standpoint.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Exit Tickets

- Guided reading questions

- Reading quizzes

- Graphic organizers

- Short writing assignments

- SAT/ACT/PARCC practice

School Summative Assessment Plan

- *Animal Farm* Essay
- LOTF Survivor Project
- TEAM Paragraph writing assignments

Primary Resources

- *Animal Farm*
- *Lord of the Flies*

Supplementary Resources

- "6 People You Need to Start a Revolution"
- "Does Corruption Happen Slowly or All at Once?"
- Background information regarding the Russian Revolution (short readings, video clips)

- "The Atomic Age"
- LOTF movie clips

Technology Integration and Differentiated Instruction

Technology Integration

- Google Classroom - used for daily interactions with the students covering a vast majority of different educational resources (notes, Exit Tickets, classroom polls, classwork/homework, etc.)

- One-to-one student laptops - all students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic

- Various video clips related to material at hand

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional titles to further challenge advanced readers.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   All assignments have been created in the student's native language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.

❏　　　Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.

❏　　　IXL levels can be modified to address areas of opportunity in student learning.

Special Education Students (N.J.A.C.6A:8-3.1)

❏　　Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏　　All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met. ICR specific activities for chunking and reteaching are underlined in learning plan.

❏　　Access to online and audio text will be made available whenever possible to accommodate struggling readers.

❏　　All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

SCIENCE - Students will possess a basic understanding of the physical and intellectual capabilities of farm animals in order to create their hierarchy and predict the outcome of animals' decisions in conjunction with their reading of *Animal Farm*.

SOCIAL STUDIES - Students will possess a basic understanding of the class structure of nineteenth-century England in conjunction with their reading of *Great Expectations*. Furthermore, students will possess a basic understanding of events leading up to and the outcome of the Russian Revolution.

VISUAL/PERFORMING ARTS - Students will create an original allegory. They will have the option to write this in a form of a multi-panel comic strip.

GLOBAL AWARENESS - Students will possess a basic understanding of the differences between capitalism and communism.

Learning Plan / Pacing Guide

Unit 4: "Criticizing Societal Issues Through Writing"

Week 29-34

• *Animal Farm* • *Animal Farm* Essay	• Read and discuss various fables as m Animal Farm • Take notes and watch pertinent video historical context of Animal Farm • Create hierarchy of animals based on actions, etc. in order to understand On allegorization of real-life individuals; hierarchy might undermine original v • SAT/ACT/PARCC practice using "D Happen Slowly or All at Once?" • Complete chart analyzing Orwell's al Russian Revolution • Analyze Orwell's portrayal of corrup • Read "6 People You Need to Start a F analyze roles that various characters f • Animal Farm Scavenger Hunt

Weeks 35-40

• "The Atomic Age" • *Lord of the Flies* • Final Exam	• Read and discuss LOTF pre-reading a • LOTF character analysis charts • Analyzing Ralph as a leader • Chapter quizzes • Tracing relationships between Ralph chapters 1-3, presently, and looking i • Chapter 8 TEAM paragraph writing ta • Power shift double entry journals • Final Project: survivor activity