

# Unit 1: Elements of Fiction

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

## Standards

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### Reading Standards

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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.
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

### Writing Standards

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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.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).
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.
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.9-10.10	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.
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.

## Language and Speaking Standards

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

## Life Literacies & Key Skills

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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.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.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 (e.g., 7.1.AL.IPERS.6).

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Students will read several works of fiction with similar themes and realistic plots to become better readers: connect with text, ask questions, make predictions, interpret text, extend text, and challenge text. They will also focus on plot, setting, suspense, conflict, and irony.

Students will learn that there are different genres of literature including, nonfiction, fiction, drama, and poetry.

Students will be able to independently use their learning to write narrative texts.

## **Concepts**

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## **Essential Questions**

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- How can an author's background influence his/her characters?
- How do the decisions that character make in short stories affect the outcome of the story?
- How do the elements of plot create a work of fiction?
- How does conflict drive the plot of a story?
- How does the author's use of characterization contribute to the reader's understanding?
- How does using vivid and detailed language improve your essay writing?
- What is the relationship between reading literature and narrative writing?
- What techniques does an author use to build a plot?

## **Understandings**

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- Authors have similar approaches in producing works that are of the same genre.
- Characterization happens in a variety of ways and creates a multifaceted view of a person.
- Conflict drives that plot of every story, real or imagined.
- Good comprehension is based upon their ability to connect with any given reading material.
- The point of view and purpose of a short story shape the content and story of the given piece.
- Writers use a variety of strategies to elaborate and enhance their work.
- Writers use personal experiences to create meaningful text.

## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- Elements of plot structure including theme, setting, characters, point of view, exposition, rising action, climax, falling action, and resolution.
- How to identify literary terms and figurative language and analyze their purpose in a work of fiction.
- How to incorporate elements of fiction into writing.
- How to identify the point of view of a given work of fiction.
- How to recognize common themes that are important components in fiction (struggles, decisions, love, and human emotions).
- How to summarize a given piece of text.
- The necessary components to produce a narrative essay.
- How to go back into the story to answer questions sufficiently.
- How to participate in collaborative discussions and evaluate the participation of others appropriately.

## **Skills**

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Students will be able to:

- Write a narrative that includes all the elements of plot structure, characterization, dialogue and conflict.
- Analyze text in small groups.
- Apply literary terms.
- Engage in activities to use and understand new vocabulary words.
- Identify and apply plot, tone, mood, imagery, conflict and setting.
- Read and comprehend short stories.
- Recognize cultural differences and diversities.
- Revise and edit essays.
- Use grammar successfully.
- Write a narrative essay.

## **Assessment and Resources**

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## **School Formative Assessment Plan (Other Evidence)**

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- Alphabet Soup
- Anticipation Guide
- Carousel activities

- Character Identity Chart
- Choice boards
- Classwork
- Close Reading Graphic Organizer
- Completing and revising a rough draft
- Discussion and review questions
- Graphic Organizers
- Guided Comprehension Questions
- Intro and Exit Tickets
- Jot-Pair-Share
- Journal Prompts
- Literature Circles
- Plot Diagrams
- Preassessments
- Quizzes
- Quote/theme analysis
- RAFTS
- Survey
- Writing exercises

## **School Summative Assessment Plan**

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- IXL (by standard)
- Narrative Essay
- One Pager Assessment
- Unit Test

## **Primary Resources**

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- "The Bass, the River, and Sheila Mant" by W.D. Wetherell- - Elements of Literature (Fourth Course) textbook
- "A Retrieved Reformation" by O. Henry
- "The Bet" by Anton Checkhov
- "Where Have You Gone, Charming Billy?" by Tim O'Brien
- Of Mice and Men by John Steinbeck

## **Supplementary Resources**

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- "A Dream Deferred" by Langston Hughes
- Theme review- <https://quizizz.com/admin/quiz/5ba2db0e3d9e7f00196cb0eb/theme>
- *Of Mice and Men* (1992) directed by Gary Sinise

- "Travels with Charley" by John Steinbeck excerpt- Elements of Literature (Fourth Course) textbook
- [The Draft PBS documentary](#)
- Youtube: Draft lottery scene from *This is Us*
- "Where Have You Gone, Charming Billy?" by Tim O'Brien- Elements of Literature (Fourth Course) textbook
- "The Pit and the Pendulum" by Edgar Allan Poe
- "Cinderella" by The Brothers Grimm
- "Rumpelstiltskin" by The Brothers Grimm
- "The Emperor's New Clothes" by The Brothers Grimm
- "The Bass, the River, and Sheila Mant" by W.D. Wetherell- Elements of Literature (Fourth Course) textbook
- "Everyday Use" by Alice Walker- Elements of Literature (Fourth Course) textbook
- "Two Kinds" by Amy Tan- Elements of Literature (Fourth Course) textbook
- "Life is Sweet at Kumansenu" by Abioseh Nicol- Elements of Literature (Fourth Course) textbook
- "Lessons of Love" by Judith Ortiz Cofer- Elements of Literature (Fourth Course) textbook
- "The Bet" by Anton Chekhov- Elements of Literature (Fourth Course) textbook
- "An Inquiry" by Anton Checkhov (CommonLit)
- ""The Bass, the River, and Sheila Mant" by W.D. Wetherell- Elements of Literature (Fourth Course) textbook
- Audiobook/Audible.com
- IXL.com
- YouTube.com
- CommonLit.com
- Readworks.org
- Quizizz.com
- Kahoot.com
- LinkIt

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.
- 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.

- Additional Support Videos (Ted Talks)
- Use of search engines, online websites, databases, etc.
- Online assessments (LinkIt, Google Forms, CommonLit)
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)
- IXL

## **Differentiated Instruction**

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### 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.
- ☐ Use of translation dictionary and/or online resource for translations
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.
- ☐ Tiered reading, if applicable.
- ☐ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

### 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.
- ☐ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

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

- ❑ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

## **Interdisciplinary Connections**

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**MATH** - Students will complete a survey activity and graph their findings using Microsoft/Google prior to reading *Of Mice and Men*.

**SCIENCE** -

**SOCIAL STUDIES** - Students will learn about the historical background of the 1930s, the Great Depression, and migrant workers prior to reading *Of Mice and Men*. Students will research information and take part in collaborative activities about the Vietnam War and the draft system prior to the reading of "Where Have You Gone, Charming Billy?".

**WORLD LANGUAGES** -

**VISUAL/PERFORMING ARTS** - Students will create a graphic design poster after reading *Of Mice and Men*.

**APPLIED TECHNOLOGY** -

**BUSINESS EDUCATION** -

**GLOBAL AWARENESS** - Students will research cultural information and complete activities related to Africa prior to reading "Life is Sweet at Kumansenu".

## **Learning Plan / Pacing Guide**

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### **Key Points to Focus on this year:**

- Revisit and reinforce building blocks of a story (plot diagram, characterization, etc.)
- Writing a "Good Healthy Paragraph" with TEAM, HABIT and RECAP acronyms
- Team paragraph formatting
- Emphasis on finding the BEST textual evidence to support a claim and correctly citing it
- Emphasis on literary analysis and comparing texts/media (characterization and theme)
- Identifying figurative language
- Grammar (reinforce sentence fragments, comma splices, run-on sentences)
- Reinforce the stages of the writing process
- Introduce poetry, comprehension strategies, and determining theme

→ Reinforce annotating texts and determining author's purpose

## Week 1:

### Reading

### Activity

Introductions, Expectations, Getting to Know You, and IXL Diagnostic

- Course introductions and expectations
- “Getting to know you” activities
- IXL Diagnostic to establish baseline data

**\*Throughout weeks 2-9, students should complete targeted IXL skills from their recommendations in the diagnostic. At the end of the marking period, students should return to the diagnostic to update baseline scores.**

## Week 2:

### Reading

### Activity

Elements of Fiction pretest- “A Retrieved Reformation”

- Prompt to review elements of fiction: What types of things can you typically find in a fictional story? What do you expect to see/read?
- Preassessment of the elements of fiction (terms)
- Elements of fiction notes (terms)
- Introductory activity to characterization and STEAL (graphic organizer)
- Complete anticipation questions, read “A Retrieved Reformation” by O. Henry, and answer related multiple choice questions (use of audio, as needed)
- Complete plot graphic organizer to review the story and elements of fiction

- Narrative written assignment (RAFT)
- Review elements of fiction (Kahoot)
- Quiz on elements of fiction terms

### Week 3:

#### Reading

#### Activity

“Where Have You Gone, Charming Billy?”

- Introductory activities for “Where Have You Gone, Charming Billy?” by Tim O’Brien: Vietnam background placemat activity and reflection written response
- View clips of Vietnam draft lottery:
  - Draft documentary (PBS)
  - This is Us (draft scene)
- Read “Where Have You Gone, Charming Billy?” and answer related multiple choice questions (use of audio, as needed)
- Review events (they are told out of order to mimic mental state of protagonist.
- Complete plot graphic organizer
- Complete STEAL chart graphic organizer (characterization) on Paul Berlin- finding textual evidence and analyzing it.
- Introduce TEAM paragraph writing and complete theme analysis on the short story (outline only)

### Week 4:

#### Reading

#### Activity

- Complete introductory activities for “The Bet” by

## “The Bet”

Anton Chekhov related to life in person, the death penalty, and isolation.

- Guided reading of “The Bet” and answer related comprehension questions.
- Complete plot graphic organizer to review story and elements of fiction (focus on conflict/climax)
- Introduce theme and practice writing theme statements with Pixar shorts (graphic organizer).
- Write a theme statement related to “The Bet” and complete an outline for a TEAM paragraph analyzing the theme.
- Compose thematic TEAM paragraph.
- Introduce and reinforce editing and revising process (use of checklist/rubric) and submit final draft.

## Week 5:

### Reading

### Activity

Optional activities include:

- John Steinbeck Background Reading/Notes and Alphabet Soup activity
- Introduce the 1930s with a photo collage and make predictions about what life was like based on the visuals.

### Introduction to Of Mice and Men

- Historical Background (1930s and Great Depression) and collaborative activity
- CommonLit.com: "Excerpt from the Harvest Gypsies" by John Steinbeck
- Anticipation guide on big ideas present in Of Mice

and Men (Survey Graph assignment)

- Review literary devices and elements of fiction: plot, conflict, characterization, theme, mood, and tone

## **Week 6:**

Reading

Activity

- Read Of Mice and Men Chapter 1 (focus on characterization)- use of Audible
- Complete characterization STEAL charts on main characters (guided)
- Review of Ch.1 and main conflict

Of Mice and Men

Chapters 1

- Rules of dialogue lesson to enforce skill for narrative task
- IXL: Punctuating Dialogue
- Narrative writing task (Ch. 2 prediction) (include dialogue- mimic structure of novella)

## **Week 7:**

Reading

Activity

- Read chapter 2 and complete related historical context and reading activities on characterization and conflict
- View clips from Of Mice and Men movie

Of Mice and Men

Chapter 2 and 3

- Read chapter 3 and complete related activities that focus on finding textual evidence and using in-text citations - use of Audible

## **Week 8:**

### Reading

### Activity

- Review for OMAM Ch 1-3 Test (Study guide with sample questions)
- View clips from Of Mice and Men movie
- Chapters 1-3 test

### Of Mice and Men

### Assessment and Chapter 4-6

- Discussion of dreams and goals and power structure in Of Mice and Men
- Summary of chapter 4 and characterization of Crooks & Curley's Wife activity (graphic organizer)
- Read chapters 5-6 (Of Mice and Men) and complete reading comprehension activities

## **Week 9:**

### Reading

### Activity

- Plot Diagram and Dreams Chart: Students will identify elements of plot and dreams/theme
- Of Mice and Men one pager project focusing on characterization and theme

### Of Mice and Men

### Review and Assessment

## **Week 10:**

### Reading

### Activity

- Review unit literary terms and narrative writing

## Unit 1 Benchmark

- Summative Exam- “The Bass, the River, and Sheila Mant” fiction reading with related comprehension questions and narrative writing task.

# Unit 2: Analyzing Fiction

Content Area: **Language Arts**  
Course(s): **ENGLISH II**  
Time Period: **Marking Period 2**  
Length: **10 weeks**  
Status: **Published**

## Standards

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### Reading Standards

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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.9-10.7	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).
LA.RL.9-10.8	(Not applicable to 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).

### Writing Standards

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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.
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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).
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.9-10.6	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.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.

## Language and Speaking Standards

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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.9-10.5.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.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.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

## Life Literacies & Key Skills

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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.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.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 (e.g., 7.1.AL.IPERS.6).

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Through close reading of various texts, students will develop the ability to analyze all written texts more accurately and insightfully and compare the literary techniques used by different authors to express similar themes and characters.

## Concepts

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## Essential Questions

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- How are literary techniques used to develop theme? character? setting?
- How can characterization be shown through figurative language?
- How do readers closely read a nonfiction text to gain information about what is being explicitly stated versus implied?
- How does a reader “read between the lines”?
- How does the author's choice of poetic devices affect the overall meaning of the work?
- What strategies do we use to understand poetry?

## **Understandings**

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- Authors use a variety of strategies that enable them to vary form, style, and structure, in order to write for different purposes, audiences, and contexts.
- Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres.
- Understanding new words, concepts, and relationships enhances comprehension and oral and written communication.
- Understanding literary elements and techniques improves the reader's ability to make meaning of the text.
- Every word or technique used in a poem is result of a conscious and intentional choice made by the author.
- Textual evidence should be the basis of all literary analysis.
- Use language and conventions strategically and capably appropriate to task, purpose, and audience.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- How to structure an essay analyzing multiple pieces of writing.
- How to gather textual evidence from multiple sources to prove a single claim.
- Analyze and evaluate poetry to recognize the use and effect of:

Diction  
Hyperbole  
Allusion  
Metaphor  
Simile  
Alliteration  
Repetition  
Denotation  
Tone

Connotation  
Consonance  
Personification  
Stanza

## **Skills**

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Students will be able to:

- Trace a big idea through multiple genres to prove a common theme.
- Write effective analytical essays that cites textual evidence as support.
- Analyze figurative language of poetry, including simile, metaphor and personification.
- Recognize the presence of poetic devices.

## **Assessment and Resources**

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## **School Formative Assessment Plan (Other Evidence)**

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- Anticipation Guide
- Carousel activities
- Choice boards
- Classwork
- Close reading
- Completing and revising a rough draft
- Graphic Organizers
- Guided Comprehension Questions
- Intro and Exit Tickets
- Journal Prompts
- One Pager
- Preassessment
- Quizzes
- Quote/theme analysis
- RAFTS
- Survey
- TPCastt or SOAPStone

## **School Summative Assessment Plan**

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- IXL
- Literary Analysis Essay
- One-Pager Project
- Test

## **Primary Resources**

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- *The Catcher in the Rye* by J.D. Salinger
- *Encanto* movie clips
- “Mother to Son” by Langston Hughes- Elements of Literature (Fourth Course) textbook
- IXL.com

## **Supplementary Resources**

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- "Morgan's Curse" by Shel Silverstein
- What is literary analysis? (<https://m.youtube.com/watch?v=pr4BjZkQ5Nc>)
- Audiobook
- YouTube.com
- CommonLit.com
- Readworks.org
- Quizizz.com
- Kahoot.com
- LinkIt

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the

topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.

- One to One Student laptop- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Additional Support Videos (Youtube.com, Ted Talks, etc.)
- Use of search engines, online websites, databases, etc.
- Online assessments (LinkIt, Google Forms, Common Lit)
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)
- IXL

## **Differentiated Instruction**

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### **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.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **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.
- ☐ 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**

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**MATH -**

**SCIENCE -**

**SOCIAL STUDIES -** Students will complete pre-reading activities related to the 1950s in the United States in

preparation for *Catcher in the Rye*.

**WORLD LANGUAGES -**

**VISUAL/PERFORMING ARTS :** Students will complete a visual representation (one-pager) between two texts.

**APPLIED TECHNOLOGY -**

**BUSINESS EDUCATION -**

**GLOBAL AWARENESS -**

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### **Learning Plan / Pacing Guide**

Key Points to Focus on this year:

- Revisit and reinforce building blocks of a story (plot diagram, characterization, etc.)
- Writing a “Good Healthy Paragraph” with TEAM, HABIT and RECAP acronyms
- Team paragraph formatting
- Emphasis on finding the BEST textual evidence to support a claim and correctly citing it
- Emphasis on literary analysis and comparing texts/media (characterization and theme)
- Identifying figurative language
- Grammar (reinforce sentence fragments, comma splices, run-on sentences)
- Reinforce the stages of the writing process
- Introduce poetry, comprehension strategies, and determining theme
- Reinforce annotating texts and determining author’s purpose

\*Throughout unit, students should complete targeted IXL skills from their recommendations in the diagnostic. At the end of the marking period, students should return to the diagnostic to update baseline scores.

\*Optional texts to replace *The Catcher in the Rye*, if needed, to accommodate academic levels of students in the resource room.

- That was Then, This is Now by S.E. Hinton
- Imitate the Tiger by Jan Cheripko

Week 1:

Reading

Activity

- Catcher in the Rye anticipation guide
- Cover predictions
- Analyze the first line of the novel (tone) and writing response
- View Crash Course Part 2 to preview the big ideas in the text.
- Frayer model on teens from the 1950s (video: "What to do on a Date")

Introduce The Catcher in the Rye

- Introduce Holden and discuss characteristics (graphic organizer)
- Read and discuss synopsis
- Complete CommonLit: Teenage Brains Are Malleable And Vulnerable, Researchers Say

Week 2:

Reading

Activity

- Read/listen to chapter 1 together.
  - Graphic organizer (comprehension/Holden's behaviors/character development)
- Read/listen to chapter 2 together.
  - Graphic organizer (comprehension/Holden's behaviors/character development)

The Catcher in the Rye

Chapter 1 and 2

- Holden & Me graphic organizer (compare)

- Indirect characterization chart, close reading fact activity
- Reading logs to track big ideas (leading to theme)

Week 3:

Reading

Activity

- Summarize chapter 3
- Read/listen to chapters 4-6 and complete guided reading comprehension question.
- Reading logs to track big ideas (leading to theme)

- Review activity using STEAL CHART/Characterization

- Textual evidence & analysis of Ackley, Stradlater, Allie, & Jane
- Discussion questions: What conclusions can you make about Holden and the relationships he has with others? How do you think Holden feels internally and why? What similarities do you notice about the way he talks about Stradlater and Ackley? Jane and Allie?

The Catcher in the Rye

Chapter 4, 5, and 6

- Review for quiz
- Quiz on chapters 1-6

Week 4:

Reading

Activity

- Summarize chapters 7-8
- Read/listen to chapter 9 and complete reading comprehension questions/reading logs

The Catcher in the Rye

Chapter 9, 16, 17, and 21

- Ch. 1-9 RAFT writing
- Summarize chapters 10-15
- Complete reading of Ch. 16 and 17 together
  - Discuss the importance of the museum.
  - Complete guided reading activities
- Summarize chapters 18-20
- Read Ch. 21 together and discuss theme and character development
- Biopoem: Holden characterization activity
  - Fill out the graphic organizer independently then together as a class to review Holden.

Week 5:

Reading

Activity

- Read 22-23 and complete textual evidence graphic organizer
  - Discuss the emotional trauma of James Castle and Holden's interpretation of the poem

The Catcher in the Rye

Chapter 22 and 23

Assessment

- Summarize end of novel and review plot.
- Review for test
- Novel Test

Week 6:

## Reading

## Activity

- Watch parts of the Disney movie Encanto (Mirabel's experiences related to loneliness & feeling misunderstood compared to Holden's in CITR).
  - While watching, complete a venn diagram comparing the two main characters- similarities and differences between Holden and Mirabel
- Review literary analysis prompt:  
It is a fact that teenagers often feel misunderstood. After reading and watching two stories, The Catcher in the Rye and Encanto, analyze the impact that misunderstandings have on the main characters and how they develop a common theme. Use specific examples from BOTH texts to support your answer.

## Literary Analysis

### The Catcher in the Rye and Encanto

- Determine a common theme and complete an outline.
- Introduce HABIT introduction paragraph (model)
  - Students will write the introduction paragraph.
- Introduce TEAM body paragraph 1(model) for literary analysis essay
  - Students will write body paragraph 1 (CITR)

Week 7:

## Reading

## Activity

- Introduce TEAM body paragraph 2 (model) for

## literary analysis essay

### Literary Analysis Essay

- Students will write body paragraph 2 (Encanto)
- Introduce RECAP conclusion paragraph and Works Cited page (model) for literary analysis essay
  - Students will write the conclusion/Works Cited and begin editing and revising of final copy.
- Review literary analysis prompt and rubric
  - Review common errors and MLA formatting
  - Edit and revise essay/teacher conferencing for editing and revision
  - Submit final copy of "literary" analysis essay

Week 8:

### Reading

#### Activity

- Introduce and discuss TPCASTT analysis graphic organizer
- Practice poetry analysis: In order to introduce poetry analysis students will be given accessible poems and work to identify and explain the purpose of literary terms present.

### Poetry

- Model "Morgan's Curse"
- Guided analysis "Mother to Son"
- With a partner, analyze a third poem dealing with growing up or another similar theme to "Mother

to Son”

- Outline to analyze “Mother to Son” and third poem for a common theme.
- Create a visual project to present the common theme.

Week 9-10:

Reading

Activity

- Midterm review
- Midterms

# Unit 3: Keeping Informed

Content Area: **Language Arts**  
Course(s): **ENGLISH II**  
Time Period: **Marking Period 3**  
Length: **10 weeks**  
Status: **Published**

## Standards

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### Reading Standards

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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.

### Writing Standards

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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.
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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.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.
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.

## Language and Speaking Standards

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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.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

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.

## Life Literacies & Key Skills

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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.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
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.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.5	Debate laws and regulations that impact the development and use of software.
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.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 (e.g., 7.1.AL.IPERS.6).

TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.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 (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
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).

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## Transfer Goals and Career Ready Practices

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### Transfer Goals

Students will be able to use informational/nonfiction texts to expand their comprehension in order to support claims effectively and with sufficient evidence.

Students will be able to gather, organize and interpret useful and legitimate information by using a variety of sources to craft a well-organized research paper that incorporates and correctly cites information.

Students will demonstrate their understanding of text on four levels: factual, interpretive, critical, and personal.

Students will be able to analyze the extent to which we are all witnesses of history and messengers to humanity.

## Concepts

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### Essential Questions

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- How can research enhance an argument?
- How do effective writers hook and hold their readers?
- How do text structures and features help a reader better understand the meaning?
- How do vocabulary, particular details, and relevant evidence combine to create the central idea of an informational piece?
- How does discussing or writing about informational text help to sharpen our thinking?
- How should an argument be structured?
- Is it our personal responsibility to fight racism and hatred whenever and wherever it happens?
- Why does considering both sides of an issue allow for a stronger claim?

### Understandings

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- Examining the validity of a source is vital to making a strong argument
- Plagiarism has serious consequences inside and outside of the academic world
- Multiple revisions are necessary in order to produce a final product.
- Multiple sources must be used in order to gather sufficient and relevant data.
- Paraphrasing and summarizing are key elements when preparing a research based document.
- Critical readers break down parts of text to understand what an author is saying.
- People read to gain knowledge that helps them understand themselves and their world.
- Reading helps people understand different perspectives.
- The features and structures of texts help readers navigate, understand, and apply information.
- Writing must be supported with factual support and textual evidence.

### Critical Knowledge and Skills

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#### Knowledge

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Students will know:

- How to access and appropriately use the databases.
- How to create a properly formatted Works Cited page.
- How to create well-organized body paragraphs.
- How to formulate a research paper.
- How to hook the reader and formulate a well-constructed thesis statement.
- How to implement MLA format into the research process.

- How to properly cite various types of sources of information.
- How to write concluding statements.
- How to utilize revision and editing strategies during the writing process.
- How to reflect, analyze, and draw conclusions after reading nonfiction and informational texts.
- The author's purpose helps the reader learn new information.
- Fiction readers relate to the texts they are reading and make connections to their life, experiences, other texts, and/or issues in the world.

## **Skills**

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Students will be able to:

- Create citations & works cited page
- Use MLA format
- Write a thesis statement
- Identify author's purpose in writing
- Analyze the structure of non-fiction
- Distinguish between legitimate and illegitimate sources of information.
- Distinguish between relevant and irrelevant information.
- Interpret information presented in diverse media and format.
- Determine meaning using context clues.
- Build content vocabulary to support comprehension.
- Make connections and write responses to develop critical comprehension skills.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Anticipation guide
- Carousel activities
- Choice boards
- Classwork
- Close reading
- Completing and revising a rough draft
- Discussion and review questions
- Graphic organizers

- Guided comprehension questions
- Intro and exit tickets
- Journal Prompt
- Literature Circles
- Preassessment
- Quizzes
- Quote/theme analysis
- RAFTS
- Survey
- Writing exercises

## **School Summative Assessment Plan**

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- DBQ 1 Response
- DBQ 2 Response
- IXL (by standard)
- Night Test
- Teen Issue Research Paper

## **Primary Resources**

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- Night by Elie Wiesel

## **Supplementary Resources**

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- [Elie Wiesel and Oprah in Auschwitz](#) Interview
- ["Ex-Auschwitz guard on trial in late push to punish Nazi war crimes"](#) Associated Press article
- CommonLit article on a speech given by Elie, "The Perils of Indifference" - [https://www.commonlit.org/en/texts/elie-wiesel-s-the-perils-of-indifference-speech?search\\_id=13074104](https://www.commonlit.org/en/texts/elie-wiesel-s-the-perils-of-indifference-speech?search_id=13074104)
- *Night* audiobook
- Holocaust primary sources- testimonies, wills, poems, etc.
- SIRS Knowledge Source
- EasyBib.com

## **Technology Integration and Differentiated Instruction**

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## **Technology Integration**

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- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.
- One to One Student laptop- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Additional Support Videos (Youtube.com, Ted Talks, etc.)
- Use of search engines, online websites, databases, etc.
- Online assessments (LinkIt, Google Forms, Common Lit)
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)
- IXL

## **Differentiated Instruction**

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### **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.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.
- ☐ Access to assignments in the student's native language.

### **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.
- ☐ 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

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**MATH** - Students will analyze a chart that reflects the total number of casualties from the Holocaust over a select number of months provided by a Nazi official.

**SCIENCE** - Students will be given the choice of research topics that relate to teen issues (genetic predisposition to addiction, medicine, diet, environment, etc.). Students will discuss common diseases that were prevalent in the concentration camps during the reading of *Night*.

**SOCIAL STUDIES** - Students will research and discuss prominent Jewish holidays. Students will read primary documents from Holocaust victims which includes testimonies and wills. Students will complete a Holocaust reading on Nazi persecution and responsibility in connection with the novel *Night*. Students will analyze the treatment of people during the Holocaust using Maslow's Hierarchy of Needs pyramid.

### WORLD LANGUAGES -

**VISUAL/PERFORMING ARTS** - Students will be given the choice of research topics that relate to teen issues (media's influence on image, etc.). Students will analyze poetry written as a result of the Holocaust. Students will compose poetry using an excerpt from *Night*.

### APPLIED TECHNOLOGY -

**BUSINESS EDUCATION** - Students will be given the choice of research topics that relate to teen issues (cost of college, etc.)

### GLOBAL AWARENESS -

## Learning Plan / Pacing Guide

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Key Points to Focus on this year:

- Revisit and reinforce building blocks of a story (plot diagram, characterization, etc.)
- Writing a "Good Healthy Paragraph" with TEAM, HABIT and RECAP acronyms
- Team paragraph formatting
- Emphasis on finding the BEST textual evidence to support a claim and correctly citing it
- Emphasis on literary analysis and comparing texts/media (characterization and theme)
- Identifying figurative language
- Grammar (reinforce sentence fragments, comma splices, run-on sentences)
- Reinforce the stages of the writing process
- Introduce poetry, comprehension strategies, and determining theme
- Reinforce annotating texts and determining author's purpose

\*Throughout unit, students should complete targeted IXL skills from their recommendations in the diagnostic.

At the end of the marking period, students should return to the diagnostic to update baseline scores.

## Week 1

### Reading

### Activity

- (TedTalk) Aimee Mullins: The opportunity for adversity
  - Discussion: Adversity and resilience
  - Characteristics of resilient people chart
  - Take resiliency quiz and complete reflection activity
    - <https://resiliencyquiz.com/index.shtml>
- Adversity and Resilience  
Common Lit choice- being an “outsider”

### Night

- This Is Not Who We Are
- Hello My Name Is
- You Don’t Have To Say You Love Me
- Olaudah Equiano Recalls the Middle Passage
- Adversity and Resilience choice board
  - \*Complete activities based on various stories of adversity and resilience (Michelle Obama, Trevor Noah, LGBTQ+, Ukraine, poem analysis, 9/11, The Forgiveness Project, etc.)

## Week 2

### Reading

### Activity

- Review guiding unit question: “How do our outside influences and personal struggles impact who we become?”
  - Discussion: What is a memoir?

### Night

- Discussion of Night & Holocaust memoirs (Elie Wiesel)
- Complete "gallery walk" with research into Nuremberg Laws, Kristallnacht, Warsaw Ghetto, and camps.

- Introduce chapter 1 using Martin Niemöller's quote.
- Discuss the historical context of chapter 1
  - Introduce important words to know and names
- Begin guided reading of chapter 1 (Audible)
  - Chart decisions that were made by Elie, his family, and other Jews impacted their journey to the camp.
- Guided reading of chapter 2 (Audible)
  - Complete comprehension questions

### Week 3

#### Reading

#### Activity

- Finish independently reading chapter 3
  - Complete comprehension questions
- View Elie Wiesel and Oprah interview returning to Auschwitz.
  - Answer guided questions focusing on key terms and events needed to understand Night.

#### Night

- <https://www.youtube.com/watch?v=4IJ4mpCDVpE>
- Read chapter 4 (audio) and complete page summary activity.
- Timeline review of chapter 1-4
- Chapter 1-4 test

## Week 4

### Reading

#### Activity

- Guiding Question: How did the prisoners stay alive physically and spiritually in this place surrounded by death?
  - Thesis statement and four supporting quotes.
- DBQ 3
  - Guided analysis of two documents and independent analysis of one.
  - Students will highlight textual evidence to support the guiding question.

### Night

- DBQ 3: Response
  - Students will compose a TEAM paragraph responding to the DBQ guiding question with evidence from one of the three documents Students will complete this in a chart to ensure that each step of TEAM is complete (based on observations made on the previous DBQ writing).
- Introduction to Jewish holidays (present in chapter 5 of Night)
  - Students will research definitions/ways of celebration and observance of Rosh Hashanah and Yom Kippur
  - Discuss as a class to make connections to chapter.
- Read chapter 5 (pages 66-84) and chapter 6 (pages 85-97)- audio
  - Reading check quiz

## Week 5

### Reading

#### Activity

- Reading chapter 6 (pages 85-97)- audio

### Night

- Students will finish reading Night (pages 98-115).

- Answer discussion questions

- Test on chapters 5-9

## Week 6

### Reading

### Activity

- Introduction to overcoming adversity project.

### Night

- \*Students will be given the choice of who they would like to research for this project. It will include 10 Google Slides ultimately showing how this person faced adversity (large scale, socio-economical, race, gender identity, etc. ) and how they overcame that adversity in order to be resilient to the obstacles we face.

## Week 7-10

### Reading

### Activity

- Research Paper- Inform (present both sides of an argument before taking a stance)
- Topic approval and thesis statement
- Outline

### Night

- HABIT, TEAM, TEAM, RECAP, Works Cited Page
- Teacher conferencing
- Editing and revising
- Submit final draft



# Unit 4: Reflections of the Past and Connections to the Future

Content Area: **Language Arts**  
Course(s): **ENGLISH II**  
Time Period: **Marking Period 4**  
Length: **9 weeks**  
Status: **Published**

## Standards

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### Reading Standards

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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.9-10.7	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).
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.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

### Writing Standards

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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
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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.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.9-10.10	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.
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.

## Language and Speaking Standards

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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.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.
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.
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.

## Life Literacies & Key Skills

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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.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.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 (e.g., 7.1.AL.IPERS.6).
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).

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Authors rely on past, present, and their vision of the future in an effort to show their readers that past predictions have come true and predictions for the future are more than just products of our imagination.

Students will be able to independently use their learning to know that reading is a way to explore personal challenges and build understanding of the many dimensions of human experience.

### Concepts

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### Essential Questions

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- How can a person's decisions or actions change his or her life?
- How can reading about others influence the way we face future challenges?
- How do friendships change over time?
- How do our personal experiences shape our view of others?

- How does what we know about the world and our communities shape the way we view ourselves?
- What role should the past play in the future?

## **Understandings**

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- Determining the usefulness of text for a specific purpose, evaluating language and textual elements, and analyzing the author's style are all ways to critically examine texts.
- Elements such as environment, religion, age, gender, race, occupation, etc. impact the challenges that one may face.
- The author makes intentional word choices that are designed to produce a desired effect on the reader.
- Students will read a variety of literature to learn ways writers craft and build to allow the reader's imagination to grow.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Characteristics of fiction.
- Basic grammar and mechanics
- Central ideas and themes
- Components of an extended composition
- Definition of words in context
- MLA format
- How to summarize a given piece of text.
- How to participate in collaborative discussions and evaluate the participation of others appropriately.

### **Skills**

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Students will be able to:

- Evaluate the validity of an author's central idea or theme.
- Reflect on whether or not the topic merits further consideration.
- Self-reflect and analyze past decisions and predict future consequences.
- Write an extended composition utilizing the full process of writing.
- Analyze works of fiction.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Anticipation guide
- Bio-poem graphic organizer
- Carousel activities
- Choice boards
- Classwork
- Comic Strip
- Completing and revising a rough draft
- Discussion and review questions
- Graphic organizers
- Guided comprehension questions
- Intro and exit tickets
- Journal prompts
- Literature circles
- Preassessments
- Presentation
- Quizzes
- RAFTs
- Survey
- TPCASTT
- Writing exercises

### **School Summative Assessment Plan**

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- IXL (by standard)
- Monster One-Pager/Choice Board Project
- One Pager Analysis
- Personal Vignette Project

### **Primary Resources**

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- The House on Mango Street by Sandra Cisneros
- Monster by Walter Dean Myers

## Supplementary Resources

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- IXL.com
- Kahoot.com
- Readworks.com
- CommonLit.com
- Audiobook

## Technology Integration and Differentiated Instruction

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### Technology Integration

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- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.
- One to One Student laptop- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Additional Support Videos (Youtube.com, Ted Talks, etc.)
- Use of search engines, online websites, databases, etc.
- Online assessments (LinkIt, Google Forms, Common Lit)
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)
- IXL

### Differentiated Instruction

---

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.
- ☐ Use of translation dictionary and/or online resource for translations
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.
- ☐ Tiered reading, if applicable.
- ☐ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

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.

☐ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

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.

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

☐ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

## **Interdisciplinary Connections**

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MATH -

SCIENCE -

SOCIAL STUDIES - Students will learn legal terms, laws, and the processes followed in the criminal justice system while reading Monster.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will learn terms related to script writing and video production while reading Monster. Students will role play the reading of Monster. Students will create a visual representation of the comprehension of Monster (one-pager project).

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS- Students will be introduced to the Latino culture through the reading of The House on Mango Street.

## **Learning Plan / Pacing Guide**

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Key Points to Focus on this year:

→ Revisit and reinforce building blocks of a story (plot diagram, characterization, etc.)

→ Writing a “Good Healthy Paragraph” with TEAM, HABIT and RECAP acronyms

→ Team paragraph formatting

- Emphasis on finding the BEST textual evidence to support a claim and correctly citing it
- Emphasis on literary analysis and comparing texts/media (characterization and theme)
- Identifying figurative language
- Grammar (reinforce sentence fragments, comma splices, run-on sentences)
- Reinforce the stages of the writing process
- Introduce poetry, comprehension strategies, and determining theme
- Reinforce annotating texts and determining author's purpose

\*Throughout unit, students should complete targeted IXL skills from their recommendations in the diagnostic. At the end of the marking period, students should return to the diagnostic to update baseline scores.

## Week 1

Reading	Activity
	<ul style="list-style-type: none"> <li>• IXL's related to author's purpose</li> <li>• In preparation for Monster: Gallery walk to complete an anticipation guide by responding to statements (agree/disagree) related to issues expressed in the novel and the American justice system. Students will choose one statement to create a response as to why they have the belief that they do. Review the structure of paragraph before independently writing. Using the statements, students will make a prediction about what the text will be about and why (predict theme).</li> </ul>
Monster	<ul style="list-style-type: none"> <li>• Complete Monster pre-reading assignment (scenario related to conflict in the text) and discuss.</li> <li>• Quiz on plot, characterization, point of view, and theme</li> <li>• Student Journals: Begin journals for this unit, have students set up documents that they will maintain throughout the reading of the novel. First question: Describe a dream (goal) you have had and whether you achieved that goal.</li> <li>• "A Dream Deferred" poem analysis and discussion relating the reading to Monster</li> <li>• "Monster" concept map (analysis of meaning of word)</li> </ul>

## Week 2

### Reading

### Activity

- IXL's related to tone
- Take Monster preassessment on Google Classroom (courtroom/legal terms to know)
- Complete Monster webquest on juvenile delinquency and the law then find an article about someone you would consider a monster. Write a summary of who they are and why they are a monster. Include the link to the article in your summary.
- Preview novel- take notice of writing style (journal/script)
- Review script vocabulary terms to aide in students understanding of Monster (graphic organizer)

### Monster

- CommonLit: Do Juvenile Killers Deserve Life Behind Bars?
- Introduce setting and main characters and begin guided reading of pgs. 1-28 of Monster
- Complete visualizing activity- indirect characterization (graphic organizer)
- Guided reading of pgs. 29-58 of Monster and complete reading check questions
- Complete evidence log with information from the text (witnesses and testimony)- Jose Delgado, Sal Zinzi, and Wendell Bolden

## Week 3

### Reading

### Activity

- Journal #2: Who would be most upset if you got arrested? Why? Who would be most supportive? Why? (Discuss and relate to Steve Harmon)
- Active reading of 58-88 (assign roles to read)

### Monster

- Students will independently read pages 88-98 and complete questions focused on use of literary terms (provide word bank of definitions for tone, theme, characterization, and conflict)
- Complete evidence log for Detective Karyl and Osvaldo.

- With a partner, students will complete a crime scene report with all of the facts/evidence associated with the case against Steve so far. Add to this chart throughout the novel as a check for understanding and frequent review of key information that is essential to the comprehension of the novel.
- Active reading of pages 99-114 (assign roles to read)
- Independent reading of pages 115-126 and complete comprehension questions.
- Complete evidence log for Osvaldo. Review evidence log up to this point in the text. Discuss who students believe should be held accountable for the crime committed based on what they have read so far/testimony that witnesses have given.

#### Week 4

#### Reading

#### Activity

- Journal #3: What would you do if your best friend was going to rob a house and wanted your help?
- Active reading of pages 127-136 (assign roles to read)
- Complete evidence log for Forbes, Detective Williams, and Dr. Moody. Discuss if their opinions of who should be held accountable for the crime committed has changed and update crime scene report from last week.
- Do Now- Watch a 1-minute clip of a flashback from the movie Ratatouille (<https://www.youtube.com/watch?v=uXPlzdTcA-I>). How does this flashback impact the audience? What additional information is provided? Discuss the significance of a flashback and how it assists in our understanding of plot and review characterization (direct and indirect).

#### Monster

- With a partner, students will use a graphic organizer to locate examples of flashbacks in the novel and use the graphic organizer to help in a character analysis of Steve. They will choose two flashbacks to analyze. (Who is involved in this flashback? When and where does this flashback take place? What background information or insight is provided about Steve? Why do you think Walter Dean Myers included this flashback? How does this information shape our view of Steve? Before and after the flashback, the novel takes place in more "current time." How does this flashback impact the "current time" of the novel?)
- Students will independently complete a paragraph response: Out of

your two flashbacks, which one do you find to be the most impactful for you as the reader? How has this impacted or changed your view of Steve? (Provide TEAM format to follow and model expectations)

- Active reading of pages 137-140 (assign roles to read). While modeling expectation as a class, students will complete an active reading sheet (graphic organizer) by writing down key words or phrases as they read each page.
- Independent reading of pages of 141-159 continuing the active reading sheet (graphic organizer). Students will complete a 5 sentence summary utilizing the active reading sheet.
- Complete study guide for Monster test.
- Google Form questionnaire on conflict- internal vs. external (sub categories). Students will identify the types of conflict characters are facing in a multiple choice format. This will assist in next week's plot diagram activity.
- Active reading of 160-171(assign roles to read) and complete Lorelle Henry evidence log.
- Students will complete a test on pages 1-171 of Monster (utilize the book/evidence logs

Week 5-6

Reading

Activity

- Journal #4: You are facing twelve years in jail for a crime you committed with your friend. If you testify against your friend, you will receive probation. What would you do? Why?
- Active reading of pages 172-200 (assign roles to read) and complete evidence log for Richard "Bobo" Evans.

Monster

- Students will practice determining characterization based on the previous week's test Use two test questions as examples to reinforce skill and provide two quotes for students to analyze. Students will find one more quote on their own to analyze.
- Mini lesson on formatting of dialogue.
- IXL's related to dialogue.
- Active reading of pages 201-219 (assign roles to read) and complete

evidence log for Dorothy Moore and George Nipping.

- Independent reading of pages 220-237 and completion of comprehension questions and evidence log for Steve Harmon and George Sawicki.
- Introduce narrative writing assignment on the outcome of the trial. Review rubric and expectations.
- Complete outline for narrative
- Students will compose a narrative response on outcome of trial utilizing elements of fiction.

Week 7:

Reading

Activity

- Active reading of pages 238-end (assign roles to read). Students will complete comprehension questions (read-pair-share)
- Journal #5: If you were going to be a lawyer, would you be a prosecutor or a defense attorney? Explain.

Monster

- Plot diagram graphic organizer-- identify exposition, central conflict, and rising action using textual evidence from Monster
- Introduce and complete Monster one-pager project

Week 8

Reading

Activity

- IXL skill introduced and practiced
- Introduce The House on Mango Street, complete anticipation questions debate activity, and anticipation guide.

The House on Mango Street

- Preview text- front cover, back cover, first page, middle page, last page. Discuss observations and sensitive topics that will be covered in the book.
- Guided reading of vignette 1, "The House on Mango Street", and complete comprehension questions for the

chapter. Introduce double entry journal assignment (2 quotes per vignette)

- Independently read vignette 2, "Hairs", and complete comprehension questions and double entry journal (2 quotes)
- Review vignette 1 and 2 from last week (questions and double entry journal).
- Introduce personal vignette project and complete personal vignette based on either "The House on Mango Street" or "Hairs"- 500 word minimum
- Students will read vignette 3 "Boys & Girls" and vignette 4 "My Name". Complete comprehension questions and double entry journal (2 quotes per vignette)
- Complete personal vignette based on either "Boys & Girls" or "My Name"

Week 9:

Reading

Activity

- IXL skill introduced and practiced
- Students will read vignette 5 - "Cathy Queen of Cats" and vignette 6- "Our Good Day". Complete comprehension questions and double entry journal (2 quotes per vignette)
- Complete personal vignette based on either "Cathy Queen of Cats" or "Our Good Day"

The House on Mango Street

- Students will read vignette 7 - "Laughter" and vignette 8 - "Gil's Furniture Bought & Sold". Complete comprehension questions and double entry journal (2 quotes per vignette)
- Complete personal vignette based on either "Laughter" or "Gil's Furniture Bought & Sold"

Week 10:

## Reading

## Activity

- IXL skill introduced and practiced
- Students will read vignette 9, "Meme Ortiz", and vignette 10, "Louie, His Cousin & His Other Cousin". Complete comprehension questions and double entry journal (2 quotes per vignette).
- Complete personal vignette based on either "Meme Ortiz" or "Louie, His Cousin & His Other Cousin".
- Submit personal vignette project.

## The House on Mango Street

- Exam review and discuss structure of final exam (handout)
- Graphic organizer to define/give examples of terms to know.
- Kahoot Review
- Review how to set up an essay based on a quote (four paragraphs). Discuss works that can be used in the final. Complete final essay outline and collect.
- End of year reflection activity

## Week 11

## Review for Finals

## Final Exam