

# **Fair Lawn Public Schools**

**Fair Lawn, NJ**

**English 9  
CP**

**August**

**2015**

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English 9 CP is an American Literature course that was developed by the Fair Lawn English Language Arts Grade 9 Team and aligned to the Grade 9-10 Common Core State Standards Initiative and Common Core Anchor Standards for College and Career Readiness.

## **Introduction to Literature**

# **Fair Lawn School District**

## **Committee Credits**

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## English 9 CP

### I. Course Synopsis

The English 9 CP curriculum develops reading, writing, speaking, listening, and language acquisition skills aligned with the Grade-Specific (9-10) Common Core State Standards Initiative and the College and Career Readiness Anchor Standards for English Language Arts. The curriculum is designed for students to make sense of the struggles all people face in defining who they are and what their place in the world will be. Through exploration of literature and informational texts, students will be exposed to a myriad of obstacles people face in their quest for individuality, conflict resolution and freedom from oppression. Students will be exposed to works that deal with concepts of self, family, community, the nation and world. The study of current political, social and global challenges will be compared to events of the past through historical and literary texts. Students will be encouraged to greater self-discovery by examining the world through multiple lenses. The ideals, ideologies, struggles and achievements of individuals and cultures will be examined through both world literature and, as students begin to confront the essential question: How does struggle bring about change? The program will integrate the study of the social, economic and political struggles throughout the world within the framework of a sampling of World Literature and non-fiction documents.

This curriculum is designed to integrate critical thinking and social reasoning by offering opportunities to speak, read, write, analyze and evaluate events, stories and time periods. Students will utilize these tools to develop greater understanding in both history and literature. As students progress, they continuously examine conceptual strands for conflict, oppression, and survival.

### II. Philosophy & Rationale

In that literature provides students a lens onto the world, it is the goal of the English Department to provide the students in this course with an understanding of the historical/cultural/social contexts of department-selected essential texts. The curriculum is designed to facilitate student understanding of self, place in the family, community, nation and world. Students also will see the importance of literature in the context of societal complexities and will explore how to connect historical periods with literary materials so they can better understand the interdependent world in which we live.

It is also the goal of this curriculum to give the students an educational perspective that will help them develop an answer to the following essential question: How does struggle bring about change? The course is designed to foster in students an attitude towards learning which will help them view the present state of the world in terms of long and short range consequences. By doing all of this, this course intends to affect an attitude in all students of tolerance and understanding of people, cultures and societies. Students will be expected to think critically about texts by writing text-based narratives, journal reflections, short-constructed responses, and analytical and argument-based claims in timed and processed essays. Ultimately, our aim is for students to develop the skills to fulfill the requirements of the Common Core State Standards and, in doing so, gain increased rigorous competence in reading, writing and critical thinking.

Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English language learners, at-risk and Gifted & Talented) is embedded in targeted scaffolding based on knowledge of each student's interests and assessment data.

### **A. Reading Scaffolding**

Based on research on reading from the past forty years, the Fair Lawn English Department supports the three reading principles reported by Richard Allington (2003). Specifically, 1) students read better when they read more; 2) students learn from their reading when they have consistent opportunities to discuss and write about their reading; and 3) students need explicit instruction in reading comprehension strategies.

#### **Reading More**

In addition to curriculum-driven reading activities, independent reading is provided to support the various interests and learning needs of all students. Teachers facilitate student opportunities to read books-of-choice and timely texts as part of classroom curriculum and instruction. In particular, reading conferences and, at times, project-based assignments foster a meaningful reading experience with differentiated rigor.

The following questions support proficient reading reflection:

[A good reader asks...]

- What reading strategies impact comprehension?
- How does what you experience in life impact your interpretation of text?
- What additional perspectives are necessary for an enhanced understanding of the text?
- What parts of the text are most significant? Why?
- What is the author's purpose?

- What do you want to know more about?
- How is the study of academic vocabulary and vocabulary words in texts vocabulary so vital to a rigorous exploration of a text?

### **Sharing Ideas about Reading**

In addition to written discussion and small-group collaboration, the Fair Lawn English Department engages students in purposeful paired discussions to share and process information more effectively. The following process may be used to operationalize “Turn and Talk” (Harvey & Daniels, 2009) as part of the classroom culture.

1. Explain the importance of actively sharing our thinking with a partner.
2. Teach the practice of partner conversation by reading a short text silently and modeling turn-and-talk guidelines. Ask students to notice the following: use eye contact; listen attentively, ask follow-up questions, disagree politely, share connections, and express reactions.
3. In guided practice, ask students to report their noticings. Create a classroom anchor chart that provides expectations for partner conversation. Choose a student-friendly topic and give it a go.
4. Provide consistent opportunities for partner conversations with deliberate student pairings. Whereas some prompts may be open-ended (e.g. What do you wonder about the text?), other prompts may be more specific (e.g. What was the main character’s motivation? Or, what is the most important information in the text?)

### **Explicit Instruction in Reading Strategy**

In-class reading of grade-level texts is supported by the application of reading strategies as noted in Harvey Daniels and Nancy Steineke’s *Texts and Lessons for Content-Area Reading* (2010), provided to all English department members. Teachers target Tier II words (i.e. high frequency words used across content areas) and Tier III words (content-specific vocabulary words) and teach the words before they are encountered in the text. Pre-reading, during-reading, and post-reading strategies promote strategic thinking. For example, “Think Aloud” (p. 62), “Pair Reading” (p. 66), and “Text Annotation” (p.41) are explained within model lessons by Daniels and Steineke (2010). One culminating goal is to model proficient reading behaviors such as higher order questioning and an enthusiastic passion for inquiry while gradually releasing this skill work to more strategic-thinking students.

**B. Writing Scaffolding**

Writing instruction in the Fair Lawn English Department includes a balance of student journaling, open-ended responses, and formative writing assessments. In the end, students complete summative processed and timed writing in designated writing genres. Teachers confer and write specific and individualized feedback to support revision during the writing process. Students will write on a variety of subjects, in a variety of genres, for a variety of readers.

The following questions support proficient writing reflection [A good writer asks...]:

- Why must the purpose of the writer be determined?
- What makes a piece of writing effective?
- Why is it important to have a cogent thesis statement or arguable claim?
- Why are supporting details essential in argument-based writing?
- How could voice be employed to engage the writer's audience?
- Why is it important, in terms of meaning, to use correct grammar conventions and organizational structure?

**Processed Writing Resources:**

The *Purdue Online Writing Lab (OWL)* web site (<http://owl.english.purdue.edu/>) provides explicit writing instruction to foster the writing process: prewriting, drafting, sharing, revising, editing, proofreading, and publishing. Some important teaching points that are detailed on the OWL web site include: an introduction to prewriting, tips for writing a thesis statement, paragraphing in academic writing, and an updated MLA formatting and style guide.

The Partnership for Assessment of Readiness for College and Careers (PARCC) provides PARCC Task Prototypes and New Sample Items for ELA/Literacy. According to the PARCC site: “The samples presented here [on the site] are designed to shine a light on important elements of the CCSS and to show how critical content in the standards may appear in PARCC’s next-generation, technology-based assessments” (<http://www.parcconline.org/samples/ELA>).

The PARCC web site provides resources including standards-aligned rubrics for narrative writing and expository writing (<http://www.parcconline.org/for-educators>). These rubrics serve as starting points for teacher-driven writing rubrics that are created with Fair Lawn English students in mind. For example, the Fair Lawn English Department created a common midterm essay exam rubric that delineates a standards-based expectation for literary analysis with explicit expectations for student voice.

Each writing assignment is supported with a clear writing expectation as represented in a writing rubric. The Fair Lawn English Language Arts Department has adopted the following expository essay criteria (posted on the next page) in partnership with the First Year Writing Program at Montclair State University (as published on the Montclair State University First Year Writing web site for students at: <http://www.montclair.edu/chss/english/first-year-writing/first-year-writing-program-students/student-writing-assessment/>). Individual teachers may present these standards in slightly different language, and their comments on student work may not address every item on this list.

### Fair Lawn English Department Writing Criteria

- **Central Claim:** The central claim (also called thesis or main point) guides both writer and readers. This central claim should be reflected—sometimes directly, sometimes indirectly—in each paragraph of a successful essay. A good central claim is not obvious; it is debatable, worthy of discussion.
- **Development:** A successful essay is rich with examples, evidence, and discussion. The writer develops—substantiates, explains, and illustrates—all of his or her points.
- **Organization:** A successful essay is one that is organized clearly and logically. A well-organized essay provides readers with an engaging opening, well-constructed paragraphs, appropriate transitional cues between paragraphs and sections, and a satisfying ending.
- **Analysis:** A successful essay demonstrates analysis, when the writer is thinking on the page. It consists of the moments when the writer connects evidence to a central claim through logic and careful reflection. Analysis is evident when a writer connects one piece of evidence with a larger phenomenon or theorizes about a specific quality. Analysis is asking and addressing questions. Analysis is discussion.
- **Clarity of Prose:** A successful essay is characterized by clarity of prose, which comes not only from demonstrated mastery of English grammar, usage, and mechanics but also from careful proofreading. Clarity is further enhanced through elegant, well-constructed sentences.

### Grade 9 Genre Focus

1st Marking Period	2 <sup>nd</sup> Marking Period	Midterm	3 <sup>rd</sup> Marking Period	4 <sup>th</sup> Marking Period	Final Exam
Narrative Essay (Processed and Timed)	Literary Analysis Essay (Processed)	Literary Analysis Essay (Timed)	Document-based Essay (to address research in historical, cultural, or social context)	MLA Research Project and Introduction to the College Essay	Expository Essay (Timed)
Personal Narrative and Expository Journal Writing is continuous...					

### III. Scope & Sequence

There are four thematic and genre-based units (Units 1-4); the goal is to study each unit within one marking period. Vocabulary, Literary Terms, and Grammar is embedded in each unit.

#### **Unit 1: Conflict and Compromise (8-10 weeks):**

How does conflict lead to change?

Core Novel: *Romeo and Juliet* by William Shakespeare

#### **Unit 2: Awareness of Government (8-10 weeks):**

To what extent does power or the lack of power affect individuals?

Core Novel: *Animal Farm* by George Orwell

#### **Unit 3: Human Rights: Night, Elie Weisel (8-10 weeks):**

How has the Holocaust changed the perception of human nature in society?

Core Text: *Night* by Elie Weisel

#### **Unit 4: Growth and Development (8-10 weeks):**

How do we develop a valid opinion and criticism of society and culture?

Core Novel: *Fahrenheit 451* by Ray Bradbury

Continuous Units (These units are taught throughout the school year):

#### **Unit 5: Vocabulary**

1. Assigned vocabulary words from context
2. Define words based on context
3. Apply the vocabulary to students' own writing

#### **Unit 6: Literary Terms**

1. Assign literary terms from context
2. Define terms in context
3. Create authentic application of terms

#### **Unit 7: Grammar**

1. Understand grammatical terms and concepts
2. Apply these grammatical terms and concepts to their own written and verbal communication

## IV. Unit Descriptions

### Unit 1: Conflict and Compromise: *Romeo and Juliet*, William Shakespeare

#### Enduring Understanding:

*Romeo and Juliet* enables students to explore the intricacies of Shakespearean drama in a timeless tale of love and conflict. Students will examine the structure and language that Shakespeare utilizes within the play and other poetic works. By both reading aloud and independently, students will identify key components of figurative language, such as pun, metaphor, simile, dramatic irony, allusion and foreshadowing. Students will compare the conflict presented in the play with that of historical disputes. Students will respond in writing and speaking to what they are learning; as they do so, they will learn various rules of grammar/usage and essay writing.

#### Essential Questions:

1. When is it appropriate to challenge the beliefs or values of society?
2. How does philosophy influence an individual's identity?
3. How does conflict lead to change?

#### Learning Objectives:

Teachers use Common Core Curriculum Standards (CCSS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 9 and 10; teachers will look to the more general anchor standards for guidance. In turn, specific Common Core State Standards have been designated as learning targets for this unit. The comprehensive are available at: <http://www.corestandards.org/ELA-Literacy/>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides “ELL Scaffolded Student Learning Objectives” at: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf>.

**Learning Targets Aligned to Grade-Specific Common Core State Standards****College and Career Readiness:**

**CCSS.ELA-Literacy.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCSS.ELA-Literacy.CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CCSS.ELA-Literacy.CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCSS.ELA-Literacy.CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CCSS.ELA-Literacy.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

**CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**CCSS.ELA-Literacy.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCSS.ELA-Literacy.CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CCSS.ELA-Literacy.CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently

**Reading: Literature**

**CCSS.ELA-Literacy.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.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; provide an objective summary of the text.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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).

**CCSS.ELA-Literacy.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 such effects as mystery, tension, or surprise.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.RL.9-10.9** 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 or the Bible or how a later author draws on a play by Shakespeare).

**CCSS.ELA-Literacy.RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Reading: Informational Text**

**CCSS.ELA-Literacy.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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).

**CCSS.ELA-Literacy.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).

**CCSS.ELA-Literacy.RI.9-10.8** 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.

**CCSS.ELA-Literacy.RI.9-10.10** By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Writing:**

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.W.9-10.1.a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons,

and evidence.

**CCSS.ELA-Literacy.W.9-10.1.b** Develop claim(s) and counterclaims fairly, 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.

**CCSS.ELA-Literacy.W.9-10.1.c** Use words, phrases, and 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.

**CCSS.ELA-Literacy.W.9-10.1.d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CCSS.ELA-Literacy.W.9-10.1.e** Provide a concluding statement or section that follows from and supports the argument presented.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.)

**CCSS.ELA-Literacy.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

**CCSS.ELA-Literacy.W.9-10.6** Use technology, including the Internet, to produce, publish, 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.

**CCSS.ELA-Literacy.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-Literacy.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 or the Bible or how a later author draws on a play by Shakespeare]").

**CCSS.ELA-Literacy.W.9-10.9.b** Apply grades 9-10 Reading standards to literary nonfiction (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").

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

**Speaking and Listening:**

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

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.SL.9-10.1.d** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**CCSS.ELA-Literacy.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**CCSS.ELA-Literacy.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

**CCSS.ELA-Literacy.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Language:**

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

**CCSS.ELA-Literacy.L.9-10.1.a** Use parallel structure.\*

**CCSS.ELA-Literacy.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.

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

**CCSS.ELA-Literacy.L.9-10.2.a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

**CCSS.ELA-Literacy.L.9-10.2.b** Use a colon to introduce a list or quotation.

**CCSS.ELA-Literacy.L.9-10.2.c** Spell correctly.

**CCSS.ELA-Literacy.L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CCSS.ELA-Literacy.L.9-10.3.a** Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-Literacy.L.9-10.5.a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

**CCSS.ELA-Literacy.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.

- *Technology standards* (<http://www.state.nj.us/education/cccs/standards/8/>):
  - ✓ 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
  - ✓ 8.2.12.B.4 Investigate a technology used in a given period of history e.g., Stone Age, Industrial Revolution or Information Age, and identify their impact and how they may have changed to meet human needs and wants.
- *Workplace readiness standards*  
(<http://www.state.nj.us/education/archive/frameworks/ccwr/appendixb.pdf>):
  - ✓ 2.4 Develop, search and manipulate databases.
  - ✓ 2.5 Assess technology based communication and information systems.
  - ✓ 2.6 Access and assess information on specific topics using both technological and print resources available in libraries or media centers.
  - ✓ 2.8 Use technology and other tools, including word processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
  - ✓ 3.3 Formulate questions and hypotheses.
  - ✓ 3.4 Identify and access resources, sources of information, and services in the school and the community.
  - ✓ 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
  - ✓ 4.1 Set short and long term goals
  - ✓ 4.2 Work cooperatively with others to accomplish task.
  - ✓ 4.3 Evaluate their own actions and accomplishments.
  - ✓ 4.4 Describe constructive responses to criticism.
  - ✓ 4.5 Provide constructive criticism to others.
  - ✓ 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity and gender.
  - ✓ 4.7 Describe the roles people play in groups.
  - ✓ 4.8 Demonstrate refusal skills.
  - ✓ 4.9 Use time efficiently and effectively.
  - ✓ 4.10 Apply study skills to expand their own knowledge and skills.
  - ✓ 4.11 Describe how ability, effort, and achievement are interrelated.
- *21<sup>st</sup> Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):
  - ✓ 9.1.12.E.1 Evaluate the appropriateness of different types of monetary transactions for various situations.
  - ✓ 9.1.12.E.5 Evaluate business practices and their impact on individuals, families, and societies.



<p><b>1-2 weeks</b></p>	<p>Prepare a dramatic performance of a key scene within the play and demonstrate understanding of the play's content through weekly assessment on each act performed/read. (<u>CCRA.R.1; CCRA.R.10; RL.9-10.5; SL.9-10.4; SL.9-10.6</u>)</p> <p>Explore, question and evaluate the meaning of the themes and imagery within William Shakespeare's <i>Romeo and Juliet</i> as evidenced in processed analytical writing (<u>RL.9-10.2; W.9-10.1; W.9-10.2</u>).</p>	<p>Film Study <i>Zeffirelli's Romeo and Juliet, 1968</i> <i>Baz Luhrmann's Romeo = Juliet, 1996</i></p> <p>The NJDOE model curriculum provides "ELL Scaffolded Student Learning Objectives" at: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf</a>.</p> <p><i>*Teachers, please see the department Google Drive folder for sample lessons, assessments, essay assignments, benchmark student essays.</i></p>
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## Supplemental Resources:

- Informational Texts
  - “Shakespeare’s Biography”  
<http://www.folger.edu/content/discover-shakespeare/shakespeares-life/>
  - “Archaeologists find prehistoric Romeo and Juliet locked in eternal embrace”  
*Copyright 2007 Associated Press*
  - “Teen couple executed by their parents...for daring to fall in love;” by Helen Rowe  
*Copyright 2001 Sunday Mirror*
  - “Teenagers – Inside the Teenage Brain” by Marty Wolner  
<http://www.ezinearticles.com/?teenagers---inside-the-teenage-brain&id=1256530>
  - How to Write a Shakespearean Sonnet  
<https://www.youtube.com/watch?v=DljTW25EBRE>
- Poetry
  - “Song of Becoming”, Fadwa Tuqan
  - “Tonight I Can Write”, Pablo Neruda
  - “Two Bodies”, Octavio Paz
  - “An Arab Shepherd is Searching for his Goat on Mount Zion”, Yehuda Amichai
  - Sonnets, William Shakespeare
- Films
  - Zeffirelli’s *Romeo and Juliet*, 1968
  - Baz Luhrmann’s *Romeo = Juliet*, 1996
- Music
  - “Daylight”, Maroon 5
  - “Last Goodbye”, Jeff Buckley
  - “I Will Follow You Into the Dark”, Death Cab for Cutie

## Unit 2: Awareness of Government: *Animal Farm*, George Orwell

### Enduring Understanding:

*Animal Farm* enables students to explore the process of revolutions and the ultimate rise of dictatorship in government. Students will examine how George Orwell satirically presents the framework of the Russian Revolution as allegory. By identifying the structure of the allegory, students will identify how intrinsically noble ideas can be manipulated by those in power in order to control the masses. Students will compare aspects of *Animal Farm* not just to the Russian Revolution but other revolutions throughout world history. (The Iranian Revolution, The Cultural Revolution, American Revolution, etc.) Students will respond in writing and speaking to what they are learning; as they do so, they will learn various rules of grammar/usage and essay writing.

### Essential Questions:

- What is the effect of propaganda on the masses?
- To what extent does power or the lack of power affect individuals?
- How can the goals of revolution be subverted?

### Learning Objectives:

Teachers use Common Core Curriculum Standards (CCSS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 9 and 10; teachers will look to the more general anchor standards for guidance. In turn, specific Common Core State Standards have been designated as learning targets for this unit. The comprehensive are available at: <http://www.corestandards.org/ELA-Literacy/>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides “ELL Scaffolded Student Learning Objectives” at:

<http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf>.

**Learning Targets/Common Core State Standards:**

**CCSS.ELA-LITERACY.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCSS.ELA-LITERACY.CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCSS.ELA-LITERACY.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CCSS.ELA-LITERACY.CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCSS.ELA-LITERACY.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

**CCSS.ELA-LITERACY.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCSS.ELA-LITERACY.CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CCSS.ELA-LITERACY.CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

**Reading: Literature**

**CCSS.ELA-LITERACY.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.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; provide an objective summary of the text.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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).

**CCSS.ELA-LITERACY.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 such effects as mystery, tension, or surprise.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.RL.9-10.9** 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 or the Bible or how a later author draws on a play by Shakespeare).

**CCSS.ELA-LITERACY.RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Reading: Informational Text**

**CCSS.ELA-LITERACY.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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).

**CCSS.ELA-LITERACY.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).

**CCSS.ELA-LITERACY.RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**CCSS.ELA-LITERACY.RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

**CCSS.ELA-LITERACY.RI.9-10.8** 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.

**CCSS.ELA-LITERACY.RI.9-10.9** Analyze seminal U.S. 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"), including how they address related themes and concepts.

**CCSS.ELA-LITERACY.RI.9-10.10** By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Writing

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.W.9-10.1.A** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

**CCSS.ELA-LITERACY.W.9-10.1.B** Develop claim(s) and counterclaims fairly, 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.

**CCSS.ELA-LITERACY.W.9-10.1.C** Use words, phrases, and 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.

**CCSS.ELA-LITERACY.W.9-10.1.D** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CCSS.ELA-LITERACY.W.9-10.1.E** Provide a concluding statement or section that follows from and supports the argument presented.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.W.9-10.2.D** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**CCSS.ELA-LITERACY.W.9-10.2.E** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CCSS.ELA-LITERACY.W.9-10.2.F** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the

significance of the topic).

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.)

**CCSS.ELA-LITERACY.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

**CCSS.ELA-LITERACY.W.9-10.6** Use technology, including the Internet, to produce, publish, 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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.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 or the Bible or how a later author draws on a play by

Shakespeare]").

**CCSS.ELA-LITERACY.W.9-10.9.B** Apply grades 9-10 Reading standards to literary nonfiction (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").

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

### **Speaking and Listening:**

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

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.B** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.D** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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

**CCSS.ELA-LITERACY.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**CCSS.ELA-LITERACY.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

**CCSS.ELA-LITERACY.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating

command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

**Language:**

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

**CCSS.ELA-LITERACY.L.9-10.1.A** Use parallel structure.\*

**CCSS.ELA-LITERACY.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.

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

**CCSS.ELA-LITERACY.L.9-10.2.A** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

**CCSS.ELA-LITERACY.L.9-10.2.B** Use a colon to introduce a list or quotation.

**CCSS.ELA-LITERACY.L.9-10.2.C** Spell correctly.

**CCSS.ELA-LITERACY.L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CCSS.ELA-LITERACY.L.9-10.3.A** Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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).

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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).

**CCSS.ELA-LITERACY.L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-LITERACY.L.9-10.5.A** Interpret figures of speech (e.g., euphemism, oxymoron) in context

and analyze their role in the text.

**CCSS.ELA-LITERACY.L.9-10.5.B** Analyze nuances in the meaning of words with similar denotations.

**CCSS.ELA-LITERACY.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.

- *Technology standards* (<http://www.state.nj.us/education/cccs/standards/8/>):
  - ✓ 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
  - ✓ 8.2.12.B.4 Investigate a technology used in a given period of history e.g., Stone Age, Industrial Revolution or Information Age, and identify their impact and how they may have changed to meet human needs and wants.
- *Workplace readiness standards*  
(<http://www.state.nj.us/education/archive/frameworks/ccwr/appendixb.pdf>):
  - ✓ 2.4 Develop, search and manipulate databases.
  - ✓ 2.5 Assess technology based communication and information systems.
  - ✓ 2.6 Access and assess information on specific topics using both technological and print resources available in libraries or media centers.
  - ✓ 2.8 Use technology and other tools, including word processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
  - ✓ 3.3 Formulate questions and hypotheses.
  - ✓ 3.4 Identify and access resources, sources of information, and services in the school and the community.
  - ✓ 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
  - ✓ 4.1 Set short and long term goals
  - ✓ 4.2 Work cooperatively with others to accomplish task.
  - ✓ 4.3 Evaluate their own actions and accomplishments.
  - ✓ 4.4 Describe constructive responses to criticism.
  - ✓ 4.5 Provide constructive criticism to others.
  - ✓ 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity and gender.
  - ✓ 4.7 Describe the roles people play in groups.
  - ✓ 4.8 Demonstrate refusal skills.
  - ✓ 4.9 Use time efficiently and effectively.
  - ✓ 4.10 Apply study skills to expand their own knowledge and skills.
  - ✓ 4.11 Describe how ability, effort, and achievement are interrelated.
- *21<sup>st</sup> Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):
  - ✓ 9.1.12.E.1 Evaluate the appropriateness of different types of monetary transactions for various situations.
  - ✓ 9.1.12.E.5 Evaluate business practices and their impact on individuals, families, and societies.

Timeframe	Sample Objectives	*Activities
6-8 weeks	<p><b>The students will be able to:</b></p> <p>Students will be able to cite strong and thorough textual evidence to support analysis of the literature in a double-entry journal. (W.9-10.1)</p> <p>Students will be able to determine the theme or central idea of the text and analyze its development over the course of the text in a writer's notebook journal entry. (RL.9-10.2)</p> <p>Students will be able to analyze an author's choices concerning structure, order of events and the manipulation of time, e.g. flashbacks, in student-centered group discussion. (RL.9-10.5)</p> <p>Students will be able to write informative, explanatory text to examine and convey the idea of self-realization. (RI.9-10.3)</p> <p>Students will be able to write arguments that support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient data. (W.9-10.1)</p>	<p>Multi-draft essay- Literary Analysis, Narrative, and Persuasive</p> <p>Standard quizzes and tests</p> <p>Vocabulary assessment</p> <p>Annotated reading strategies</p> <p>Two-column notes reading strategy</p> <p>Teacher and Student-created Study Guide</p> <p>Exploration of the historical background of the Russian Revolution and other world dictators.</p> <p>Teacher-driven presentation and student-centered discussion of Nature vs. Nurture and a study of the Seven Deadly Sins and Seven Virtues.</p> <p>Students look up, define and find an example of allegory through examples other than <i>Animal Farm</i>.</p> <p>Students make direct comparisons between real life players in the Russian Revolution and characters within Orwell's allegorical novel.</p> <p>Research/writing – compare Orwell's cautionary tale to current efforts to overcome totalitarian /dictatorships in the world today. (The Arab Spring, ie. Syria, Egypt, Libya)</p>

		<p>Short answer responses on character, conflict and theme in the constructed response format.</p> <p>ReadWriteThink.org lesson plan: “Propaganda Techniques in Literature and Online Political Ads” at: <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/propaganda-techniques-literature-online-405.html?tab=3#tabs">http://www.readwritethink.org/classroom-resources/lesson-plans/propaganda-techniques-literature-online-405.html?tab=3#tabs</a></p> <p>The NJDOE model curriculum provides “ELL Scaffolded Student Learning Objectives” at: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf</a>.</p> <p><i>*Teachers, please see the department Google Drive folder for sample lesson and assessments.</i></p>
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Supplemental Resources:

- All teachers have a copy of the *Common Core and NCTE/IRA Standards-Based Literature Guide for Animal Farm by George Orwell (2010)* by Standard Solutions. This text resource includes a comprehensive unit plan based on the *National Council of the Teachers of English* and the *International Reading Association’s national English/Language Arts Curriculum* and Content Area Standards. As noted on page 5 of the literature guide, “The materials we offer allow you [teachers] to teach the love and full enjoyment of literature, while still addressing the concepts which your students are assessed.”

### Unit 3: Human Rights: *Night*, Elie Weisel

#### Enduring Understanding:

*Night* enables students to explore the individual struggle of those who endured the Holocaust. Students will examine the perspective of Elie Weisel before and during his time in Auschwitz Concentration Camp. Through the genre of memoir, students will reflect upon how memory can define the perspective and actions of an individual. In addition, students will investigate what steps initiated the process of genocide by the Nazi regime. Ultimately, students will be exposed to questions of humanity not only during the Holocaust but other instances of prejudice and genocide. Students will respond in writing and speaking to what they are learning; as they do so, they will learn various rules of grammar/usage and essay writing.

#### Essential Questions:

- How has the Holocaust changed the perception of human nature in society?
- Does choice play a role in defining what is fair and just?
- How and why does prejudice and genocide continue to occur?

#### Learning Objectives:

Teachers use Common Core Curriculum Standards (CCSS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 9 and 10; teachers will look to the more general anchor standards for guidance. In turn, specific Common Core State Standards have been designated as learning targets for this unit. The comprehensive are available at: <http://www.corestandards.org/ELA-Literacy/>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides “ELL Scaffolded Student Learning Objectives” at:

<http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf>.

**Learning Targets/ Common Core State Standards:**

- **RL.9-10.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **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; provide an objective summary of the text.
- **RL.9-10.3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RL.9-10.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **RL.9-10.5.** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **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.
  - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - Use words, phrases, and 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.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- **W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to

other information and to display information flexibly and dynamically.

- **W.9-10.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- *Technology standards* (<http://www.state.nj.us/education/cccs/standards/8/>):
  - ✓ 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
  - ✓ 8.2.12.B.4 Investigate a technology used in a given period of history e.g., Stone Age, Industrial Revolution or Information Age, and identify their impact and how they may have changed to meet human needs and wants.
- *Workplace readiness standards* (<http://www.state.nj.us/education/archive/frameworks/ccwr/appendixb.pdf>):
  - ✓ 2.4 Develop, search and manipulate databases.
  - ✓ 2.5 Assess technology based communication and information systems.
  - ✓ 2.6 Access and assess information on specific topics using both technological and print resources available in libraries or media centers.
  - ✓ 2.8 Use technology and other tools, including word processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
  - ✓ 3.3 Formulate questions and hypotheses.
  - ✓ 3.4 Identify and access resources, sources of information, and services in the school and the community.
  - ✓ 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
  - ✓ 4.1 Set short and long term goals
  - ✓ 4.2 Work cooperatively with others to accomplish task.
  - ✓ 4.3 Evaluate their own actions and accomplishments.
  - ✓ 4.4 Describe constructive responses to criticism.
  - ✓ 4.5 Provide constructive criticism to others.
  - ✓ 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity and gender.
  - ✓ 4.7 Describe the roles people play in groups.
  - ✓ 4.8 Demonstrate refusal skills.
  - ✓ 4.9 Use time efficiently and effectively.
  - ✓ 4.10 Apply study skills to expand their own knowledge and skills.
  - ✓ 4.11 Describe how ability, effort, and achievement are interrelated.
- *21<sup>st</sup> Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):
  - ✓ 9.1.12.E.1 Evaluate the appropriateness of different types of monetary transactions for various situations.
  - ✓ 9.1.12.E.5 Evaluate business practices and their impact on individuals, families, and societies.

Timeframe	Learning Targets	*Activities
6-8 weeks	<p><b>Students will be able to:</b></p> <p>Students will be able to identify and articulate the historical events, important pivotal characters of WWII and those groups which became victims of the Holocaust.</p> <p>Students will be able to identify the theme or central idea of the text and apply them to their own lives in addressing and evaluating their personal obstacles.</p> <p>Students will be able to critically analyze the text and its characters in comparing and contrasting current events, especially oppression of certain groups of people in other countries today.</p> <p>Students will be able to analyze in detail characterization, the development of plot and the outcomes of perseverance and faith: survival.</p>	<p><b>Literary analytical essay</b></p> <ul style="list-style-type: none"> <li>• Standard quizzes and tests</li> <li>• Project-based learning activities</li> <li>• Chapter response review</li> <li>• Plot, theme, conflict scene reenactments</li> <li>• Annotations and teacher/student translations of the text</li> </ul> <p><b>Before the memoir:</b></p> <ol style="list-style-type: none"> <li>1 Class discussion and KWL on history of Nazi Germany and Holocaust camps</li> <li>2. Extensive introduction to Wiesel’s work in an historical context. <ul style="list-style-type: none"> <li>• Film clips of documentaries covering the Holocaust</li> <li>• Overview of the plot/events of this story and the author</li> <li>• Class discussion: personal connections and/or related experiences and stories</li> </ul> </li> </ol> <p><b>During the memoir:</b></p> <ol style="list-style-type: none"> <li>1. Gather data, articles and news stories that highlight other survivors and/or authors of Holocaust literature</li> <li>2. Students will present data while peers take notes</li> <li>3. Students will evaluate and consider the setup of Wiesel’s memoir and the reliability of the author’s recollection and publication, including recent controversy surrounding Wiesel’s memoir</li> <li>4. Video interviews of the author</li> </ol>

	<p>Students will be able to analyze the importance this portion of history in relation to our countries history and world relations.</p>	<p><b>After the memoir:</b></p> <ol style="list-style-type: none"><li>1. Test/assessment on history, form, event coverage and enduring messages<ul style="list-style-type: none"><li>• Oral and visual presentation on a person(s) of choice who has survived atrocities of war; does not have to be Nazi Germany</li><li>• Write a 3-5 paragraph personal constructed response focusing on the role/importance of faith in surviving extreme oppression and hardships</li></ul></li></ol> <p><b>Suggested open-ended questions:</b></p> <ol style="list-style-type: none"><li>1. How does the author evoke interest and empathy in this memoir?</li><li>2. In what way does the author bring to light, make palpable the events of the Holocaust?</li><li>3. In what way have the recent events of Nazi Germany affected the way we view and address oppression and discrimination of others? Collectively? Individually?</li><li>4. If the supposed learning of history is to make sure history does not repeat itself, how do you explain the ongoing atrocities of our world?</li></ol> <p>The NJDOE model curriculum provides “ELL Scaffolded Student Learning Objectives” at: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf</a>.</p> <p><i>*Teachers, please see the department Google Drive folder for sample lesson and assessments.</i></p>
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**Supplemental Resources:**

- All teachers have a copy of the *Common Core and NCTE/IRA Standards-Based Literature Guide for Night by Elie Wiesel* (2013) by Standard Solutions. This text resource includes a comprehensive unit plan based on the *National Council of the Teachers of English* and the *International Reading Association's national English/Language Arts Curriculum and Content Area Standards*. As noted on page 5 of the literature guide, "The materials we offer allow you [teachers] to teach the love and full enjoyment of literature, while still addressing the concepts which your students are assessed."

**Additional Informative texts**

- *Elly: My True Story of The Holocaust* by Elly Gross
- Biographical text on Eisenhower "Bring Back Daddy!"
- "The Death Camps" (Eisenhower Memorial.org... Hard copy in English Department)

**Video Text**

*Multi-media documentary Night in Fog or HBO's Band of Brothers, (Brother's in Arms episode)*

## Unit 4: *Fahrenheit 451*, Ray Bradbury

**Enduring Understanding:** *Fahrenheit 451* enables students to explore the ramifications of attempting to create a utopian society. Students will examine how Ray Bradbury creates a world in which individual voice and debate is silenced for the perceived betterment of the masses. Through the journey of the novel’s protagonist, Guy Montag, students will identify the personal struggle to define one’s original thought and identity. The purpose of the text is for the reader to question the world in which he or she lives. Students will respond in writing and speaking to what they are learning; as they do so, they will learn various rules of grammar/usage and essay writing.

### Essential Questions:

1. How do we develop a valid opinion and criticism of society and culture?
2. How can a person’s decisions and actions alter his or her life?
3. What is the cost of censorship?

**Learning Objectives:** Teachers use Common Core Curriculum Standards (CCSS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 9 and 10; teachers will look to the more general anchor standards for guidance. In turn, specific Common Core State Standards have been designated as learning targets for this unit. The comprehensive are available at: <http://www.corestandards.org/ELA-Literacy/>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides “ELL Scaffolded Student Learning Objectives” at: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf>

**Learning Targets/ Common Core State Standards**

**CCSS.ELA-LITERACY.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCSS.ELA-LITERACY.CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCSS.ELA-LITERACY.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CCSS.ELA-LITERACY.CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCSS.ELA-LITERACY.CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CCSS.ELA-LITERACY.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

**CCSS.ELA-LITERACY.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**CCSS.ELA-LITERACY.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCSS.ELA-LITERACY.CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CCSS.ELA-LITERACY.CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

**Reading: Literature**

**CCSS.ELA-LITERACY.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.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; provide an objective summary of the text.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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).

**CCSS.ELA-LITERACY.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 such effects as mystery, tension, or surprise.

**CCSS.ELA-LITERACY.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 treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

**CCSS.ELA-LITERACY.RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Reading: Informational Texts**

**CCSS.ELA-LITERACY.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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).

**CCSS.ELA-LITERACY.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).

**CCSS.ELA-LITERACY.RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**CCSS.ELA-LITERACY.RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

**CCSS.ELA-LITERACY.RI.9-10.8** 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.

**CCSS.ELA-LITERACY.RI.9-10.9** Analyze seminal U.S. 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"), including how they address related themes and concepts.

**CCSS.ELA-LITERACY.RI.9-10.10** By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing**

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.W.9-10.1.A** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

**CCSS.ELA-LITERACY.W.9-10.1.B** Develop claim(s) and counterclaims fairly, 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.

**CCSS.ELA-LITERACY.W.9-10.1.C** Use words, phrases, and 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.

**CCSS.ELA-LITERACY.W.9-10.1.D** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CCSS.ELA-LITERACY.W.9-10.1.E** Provide a concluding statement or section that follows from and supports the argument presented.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.W.9-10.2.D** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**CCSS.ELA-LITERACY.W.9-10.2.E** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CCSS.ELA-LITERACY.W.9-10.2.F** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.)

**CCSS.ELA-LITERACY.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

**CCSS.ELA-LITERACY.W.9-10.6** Use technology, including the Internet, to produce, publish, 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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.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 or the Bible or how a later author draws on a play by Shakespeare]").

**CCSS.ELA-LITERACY.W.9-10.9.B** Apply grades 9-10 Reading standards to literary nonfiction (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").

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

**Speaking and Listening**

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

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.B** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.SL.9-10.1.D** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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

**CCSS.ELA-LITERACY.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**CCSS.ELA-LITERACY.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

**CCSS.ELA-LITERACY.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

**Language**

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

**CCSS.ELA-LITERACY.L.9-10.1.A** Use parallel structure.\*

**CCSS.ELA-LITERACY.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.

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

**CCSS.ELA-LITERACY.L.9-10.2.A** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

**CCSS.ELA-LITERACY.L.9-10.2.B** Use a colon to introduce a list or quotation.

**CCSS.ELA-LITERACY.L.9-10.2.C** Spell correctly.

**CCSS.ELA-LITERACY.L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CCSS.ELA-LITERACY.L.9-10.3.A** Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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).

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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).

**CCSS.ELA-LITERACY.L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-LITERACY.L.9-10.5.A** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

**CCSS.ELA-LITERACY.L.9-10.5.B** Analyze nuances in the meaning of words with similar denotations.

**CCSS.ELA-LITERACY.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.

- *Technology standards* (<http://www.state.nj.us/education/cccs/standards/8/>):
  - ✓ 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
  - ✓ 8.2.12.B.4 Investigate a technology used in a given period of history e.g., Stone Age, Industrial Revolution or Information Age, and identify their impact and how they may have changed to meet human needs and wants.
- *Workplace readiness standards*  
(<http://www.state.nj.us/education/archive/frameworks/ccwr/appendixb.pdf>):
  - ✓ 2.4 Develop, search and manipulate databases.
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  - ✓ 4.3 Evaluate their own actions and accomplishments.
  - ✓ 4.4 Describe constructive responses to criticism.
  - ✓ 4.5 Provide constructive criticism to others.
  - ✓ 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity and gender.
  - ✓ 4.7 Describe the roles people play in groups.
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  - ✓ 9.1.12.E.1 Evaluate the appropriateness of different types of monetary transactions for various situations.
  - ✓ 9.1.12.E.5 Evaluate business practices and their impact on individuals, families, and societies.

Timeframe	Learning Targets	*Activities
6-8 weeks	<p><b>Students will be able to:</b></p> <p>Explore and question the themes such as the effect of censorship on society in a class discussion.</p> <p>Understand and appreciate writer's voice and the art of persuasion and the difference between formal and informal writing through close-reading work. (RL.9-10.3; RI.9-10.3)</p> <p>Demonstrate an understanding and analysis of the history of an author's life and how their experiences are intertwined in their work in document-based writing. (SL.9-10.1)</p> <p>Delineate and analyze literature in terms of plot, theme, character, and setting. (RL.9-10.2; RL.9-10.3)</p> <p>Evaluate fiction and nonfictional texts and articulate a synthesis of the connecting themes that connect both. (RL.9-10.2; RI.9-10.2)</p> <p>Possess the skill to write analytically about literature and be able to synthesize information in a coherent manner. (W.11-12.1)</p> <p>Increase writing skills with a familiarity of the PARCC rubric and English Department writing criteria. (W.9-10.5)</p>	<p>Mini-Author Study Unit through ReadWriteThink.org at: <a href="http://www.readwritethink.org/classroom-resources/calendar-activities/science-fiction-author-bradbury-20671.html">http://www.readwritethink.org/classroom-resources/calendar-activities/science-fiction-author-bradbury-20671.html</a></p> <p>Student-centered discussion involving literary analysis</p> <p>Quizzes and Tests</p> <p>Text-dependent questions</p> <p>Teacher created Study Guide</p> <p>Teacher Read-Aloud and/or partner reading</p> <p>10 Lesson Plan Ideas from NCTE's The Big Read Project at: <a href="http://www.neabigread.org/teachers_guides/lesson_plans/fahrenheit451/Bradbury_TG2014.pdf">http://www.neabigread.org/teachers_guides/lesson_plans/fahrenheit451/Bradbury_TG2014.pdf</a></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Biography</li> <li>• Culture and History</li> <li>• Narrative and Point of View</li> <li>• Characters</li> <li>• Figurative Language</li> <li>• The Plot Unfolds</li> <li>• Themes of the Novel</li> <li>• Symbols</li> <li>• Character Development</li> <li>• What Makes a Great Book?</li> </ul> <p><i>*Teachers, please see the department Google Drive folder for sample lesson and assessments.</i></p>

**Supplemental Resources:**

- Additional resources are posted on NCTE’s The Big Read Project on Bradbury’s Fahrenheit 451. Please see <http://www.neabigread.org/books/fahrenheit451/teachers-guide/additional-resources/>
- All teachers have a copy of the *Common Core and NCTE/IRA Standards-Based Literature Guide for Fahrenheit 451 by Ray Bradbury* (2007) by Standard Solutions. This text resource includes a comprehensive unit plan based on the *National Council of the Teachers of English* and the *International Reading Association’s national English/Language Arts Curriculum* and Content Area Standards. As noted on page 4 of the literature guide, “The materials we offer allow you [teachers] to teach the love and full enjoyment of literature, while still addressing the concepts which your students are assessed.”

## V. Course Materials

### Texts:

#### Novels:

- *Animal Farm* by George Orwell
- *Night* by Elie Wiesel
- *Of Mice and Men* by John Steinbeck
- *Romeo and Juliet* by William Shakespeare
- *Fahrenheit 451* by Ray Bradbury
- *The Odyssey* by Homer (honors level)
- *Life of Galileo* by Bertolt Brecht (honors level)

#### Timely Nonfiction Texts:

- *Scholastic Upfront Magazine*

#### Textbook Resources:

- *Elements of Literature 3<sup>rd</sup> Course* (relevant selections to theme-based units)
- *Pathways* (relevant selections to theme-based units)
- *Vocabulary Power Plus Book One*
- *The Day Book of Reading and Writing* (published by Great Source)
- *Write Source Program*
- Selected stories in *Reading the World*

#### Supplemental Texts:

- *Brighton Beach Memoirs*, Neil Simon

#### Supplemental Films

- Franco Zeffirelli's *Romeo and Juliet*
- Baz Luhrman's *Romeo and Juliet*
- *Animal Farm* 1954, 1999
- *Animal Farm* 1999
- *The Odyssey* 1997

## VI. Assessments

### Formative Assessments

- Vocabulary Practice
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Journal Prompts – with Double Entry Journals
- Essay Drafts
- Reading Comprehension Quizzes with Reading Checks for Annotation and/or Notes
- Pretests

### Summative Assessments

- Vocabulary Quizzes
- Processed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- Unit Tests
- Timed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- MLA Research Paper
- Independent Reading Project
- Projects
- Presentations

## VII. Interdisciplinary Connections and Alignment to Technology standards

### English/Social Studies

Based on English and Social Studies Department collaboration, the following topics have been identified across the Grade 9 English and Social Studies curricula:

Integrated Essential Questions:

- What constitutes oppression?
- What are the intentions of characters/people in power?

English	Social Studies
Animal Farm <ul style="list-style-type: none"> <li>• Close reading of the last scene</li> <li>• Character analysis of Squealer</li> </ul>	
Fahrenheit 451 <ul style="list-style-type: none"> <li>• Close reading of Beatty’s argument for higher power</li> <li>• Character analysis of Beatty</li> </ul>	Exploration of Imperialism “White Man’s Burden” by Rudyard Kipling “Black Man’s Burden (A Reply to Rudyard Kipling) by Hubert Harrison
Emphasis on cultural and social sensitivity Propaganda Norms	

### English/Media Arts

Students choose books for independent reading projects in collaboration with the high school media specialist.

Technology-based process supports the construction of the MLA-research paper. This includes a media-driven lesson on acceptable academic sources and computer-based production of a formal research paper.