

Fair Lawn Public Schools

Fair Lawn, NJ

**English
9 CP**

August

2017

**Aligned to NJSL 2017
Revised August 2015
Developed August 2013**

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 New Jersey Student Learning Standards.

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) New Jersey Student Learning 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 New Jersey Student Learning 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 NJSLS and to show how critical content in the standards may appear in PARCC’s next-generation, technology-based assessments.”

The PARCC web site provides resources including standards-aligned rubrics for narrative writing and expository writing. 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/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 nd Marking Period	Midterm	3 rd Marking Period	4 th 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.

Important notes about this Scope and Sequence:

- Department collaboration in cultural responsiveness is ongoing. For example, English teachers collaborate on the interests and needs of our students and make an attempt to differentiate our content and process appropriately.
- Teachers may replace one unit with a literature circle/book club or additional independent reading unit that includes individual or small-group reading conferences.
- Teachers share a department Google document of poetry resources that aligns with particular thematic units and/or core texts.

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 New Jersey Student Learning Standards (NJSLS) 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 New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive NJSLS are available at: <http://www.state.nj.us/education/cccs/2016/ela/g0910.pdf>. 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 New Jersey Student Learning Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. 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.

NJSLSA.R5. 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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. 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.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Reading: Literature

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

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

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

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

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

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

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

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at

grade level text-complexity or above with scaffolding as needed.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Reading: Informational Text

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. 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.

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).

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).

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

Writing:

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. 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:

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

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a

thoughtful, well-reasoned exchange of ideas.

- B.** Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C.** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D.** Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

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

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

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

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

Language:

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L3. 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.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

- *Technology Standards* (<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>):
 - ✓ 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.
- *Career Awareness, Exploration, Preparation Standards*
<http://www.state.nj.us/education/cccs/2014/career/92.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.
- *21st Century Content Standards* (<http://www.state.nj.us/education/cccs/2014/career/91.pdf>):
 - ✓ 9.1.12.E.5 Evaluate business practices and their impact on individuals, families, and societies.

<p>1-2 weeks</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>NJSLSA.R.1; NJSLSA.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: http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf.</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 New Jersey Students Learning Standards (NJSLs) 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 New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive NJSLs are available at: <http://www.state.nj.us/education/cccs/2016/ela/g0910.pdf>. 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 New Jersey Student Learning Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. 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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R8. 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.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Reading: Literature

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

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

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

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

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

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

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

RI.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Reading: Informational Text

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. 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.

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).

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).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

Writing:

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective

technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. 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:

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

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

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

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

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

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

interest.

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

Language:

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L3. 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.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

- *Technology Standards* (<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>):
 - ✓ 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.
- *Career Awareness, Exploration, Preparation Standards*
(<http://www.state.nj.us/education/cccs/2014/career/92.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.
- *21st Century Content Standards*
(<http://www.state.nj.us/education/cccs/2014/career/91.pdf>):
 - ✓ 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>The students will be able to:</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: http://www.readwritethink.org/classroom-resources/lesson-plans/propaganda-techniques-literature-online-405.html?tab=3#tabs</p> <p>The NJDOE model curriculum provides “ELL Scaffolded Student Learning Objectives” at: http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf.</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 New Jersey Student Learning Standards (NJSLS) 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 New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive NJSLS are available at: <http://www.state.nj.us/education/cccs/2016/ela/g0910.pdf>. 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 New Jersey Student Learning Standards

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

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

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

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

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

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

- 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.
- Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Technology Standards (<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>):

- 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.

Career Awareness, Exploration, Preparation Standards

(<http://www.state.nj.us/education/cccs/2014/career/92.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.

21st Century Content Standards (<http://www.state.nj.us/education/cccs/2014/career/91.pdf>):

- 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>Students will be able to:</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>Students will be able to analyze the importance this portion of history in relation to our countries history and world relations.</p>	<p>Literary analytical essay</p> <ul style="list-style-type: none"> • Standard quizzes and tests • Project-based learning activities • Chapter response review • Plot, theme, conflict scene reenactments • Annotations and teacher/student translations of the text <p>Before the memoir:</p> <ol style="list-style-type: none"> 1. Class discussion and KWL on history of Nazi Germany and Holocaust camps 2. Extensive introduction to Wiesel’s work in an historical context. <ul style="list-style-type: none"> • Film clips of documentaries covering the Holocaust • Overview of the plot/events of this story and the author • Class discussion: personal connections and/or related experiences and stories <p>During the memoir:</p> <ol style="list-style-type: none"> 1. Gather data, articles and news stories that highlight other survivors and/or authors of Holocaust literature 2. Students will present data while peers take notes 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 4. Video interviews of the author

After the memoir:

1. Test/assessment on history, form, event coverage and enduring messages

- Oral and visual presentation on a person(s) of choice who has survived atrocities of war; does not have to be Nazi Germany
- Write a 3-5 paragraph personal constructed response focusing on the role/importance of faith in surviving extreme oppression and hardships

Suggested open-ended questions:

1. How does the author evoke interest and empathy in this memoir?
2. In what way does the author bring to light, make palpable the events of the Holocaust?
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?
4. If the supposed learning of history if to make sure history does not repeat itself, how do you explain the ongoing atrocities of our world?

The NJDOE model curriculum provides “ELL Scaffolded Student Learning Objectives” at: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf>.

**Teachers, please see the department Google Drive folder for sample lesson and assessments.*

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 New Jersey Student Learning Standards (NJSLS) 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 New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive NJSLS are available at: <http://www.state.nj.us/education/cccs/2016/ela/g0910.pdf>. 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 New Jersey Student Learning Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. 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.

NJSLSA.R5. 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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. 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.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Reading: Literature

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

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

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

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

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

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

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Reading: Informational Text

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. 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.

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).

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).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, including how they relate in terms of themes and significant concepts.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

Writing:

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and

accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. 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:

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

- ✓ 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.
- ✓ Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- ✓ Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- ✓ Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

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

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

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

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

Language:

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

Technology Standards (<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>):

- ✓ 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.

Career Awareness, Exploration, Preparation Standards

(<http://www.state.nj.us/education/cccs/2014/career/92.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.

21st Century Content Standards (<http://www.state.nj.us/education/cccs/standards/9/#91>):

- ✓ 9.1.12.E.5 Evaluate business practices and their impact on individuals, families, and societies.

Timeframe	Learning Targets	*Activities
6-8 weeks	<p>Students will be able to:</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; RI.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: http://www.readwritethink.org/classroom-resources/calendar-activities/science-fiction-author-bradbury-20671.html</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: http://www.neabigread.org/teachers_guides/lesson_plans/fahrenheit451/Bradbury_TG2014.pdf</p> <p>Topics:</p> <ul style="list-style-type: none"> • Biography • Culture and History • Narrative and Point of View • Characters • Figurative Language • The Plot Unfolds • Themes of the Novel • Symbols • Character Development • What Makes a Great Book? <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
- *Maus: A Survivor's Tale* by Art Spiegelman
- *Things Fall Apart* by Chinua Achebe
- *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 3rd 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
<i>Animal Farm</i> <ul style="list-style-type: none"> • Close reading of the last scene • Character analysis of Squealer 	
<i>Fahrenheit 451</i> <ul style="list-style-type: none"> • Close reading of Beatty’s argument for higher power • Character analysis of Beatty 	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.