

# Verona Public School District Curriculum Overview

## English I CP



**Curriculum Committee Members:**

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**Curriculum Developed:**

August 2011  
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**Verona Public Schools Mission Statement:**

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

**Course Description:**

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

**Prerequisite(s):**

8th Grade English

## Standard 8: Technology Standards

<b>8.1: Educational Technology:</b> <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	<b>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> <li>A. Technology Operations and Concepts</li> <li><b>X</b> B. Creativity and Innovation</li> <li><b>X</b> C. Communication and Collaboration</li> <li><b>X</b> D. Digital Citizenship</li> <li><b>X</b> E. Research and Information Fluency</li> <li><b>X</b> F. Critical thinking, problem solving, and decision making</li> </ul>	<ul style="list-style-type: none"> <li><b>X</b> A. The Nature of Technology: Creativity and Innovation</li> <li><b>X</b> B. Technology and Society</li> <li style="padding-left: 20px;">C. Design</li> <li><b>X</b> D. Abilities for a Technological World</li> <li style="padding-left: 20px;">E. Computational Thinking: Programming</li> </ul>

## SEL Competencies and Career Ready Practices

<b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	<b>Career Ready Practices:</b> <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
<b>Self-awareness:</b> The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> <li><b>X</b> CRP2. Apply appropriate academic and technical skills.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> <li>CRP10. Plan education and career paths aligned to personal goals.</li> </ul>
<b>Self-management:</b> The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> <li>CRP3. Attend to personal health and financial well-being.</li> <li><b>X</b> CRP6. Demonstrate creativity and innovation.</li> <li><b>X</b> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP11. Use technology to enhance productivity.</li> </ul>
<b>Social awareness:</b> The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> <li><b>X</b> CRP1. Act as a responsible and contributing citizen and employee.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>
<b>Relationship skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> <li><b>X</b> CRP4. Communicate clearly and effectively and with reason.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> <li>CRP12. Work productively in teams while using cultural global competence.</li> </ul>
<b>Responsible decision making:</b> The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> <li>CRP5. Consider the environmental, social, and economic impact of decisions.</li> <li>CRP7. Employ valid and reliable research strategies.</li> <li><b>X</b> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>

## Standard 9: 21<sup>st</sup> Century Life and Careers

<b>9.1: Personal Financial Literacy:</b> <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	<b>9.2: Career Awareness, Exploration &amp; Preparation:</b> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	<b>9.3: Career and Technical Education:</b> <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> <li>A. Income and Careers</li> <li>B. Money Management</li> <li>C. Credit and Debt Management</li> <li>D. Planning, Saving, and Investing</li> <li>E. Becoming a Critical Consumer</li> <li>F. Civic Financial Responsibility</li> <li>G. Insuring and Protecting</li> </ul>	<ul style="list-style-type: none"> <li>A. Career Awareness (K-4)</li> <li>B. Career Exploration (5-8)</li> <li>x C. Career Preparation (9-12)</li> </ul>	<ul style="list-style-type: none"> <li>A. Agriculture, Food &amp; Natural Res.</li> <li>B. Architecture &amp; Construction</li> <li>C. Arts, A/V Technology &amp; Comm.</li> <li>D. Business Management &amp; Admin.</li> <li>E. Education &amp; Training</li> <li>F. Finance</li> <li>G. Government &amp; Public Admin.</li> <li>H. Health Science</li> <li>I. Hospital &amp; Tourism</li> <li>J. Human Services</li> <li>K. Information Technology</li> <li>L. Law, Public, Safety, Corrections &amp; Security</li> <li>M. Manufacturing</li> <li>N. Marketing</li> <li>O. Science, Technology, Engineering &amp; Math</li> <li>P. Transportation, Distribution &amp; Log.</li> </ul>

## Course Materials

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

**Unit Title / Topic:** Destiny and Fate (intro)

**Unit Duration:** 3 weeks

## Stage 1: Desired Results

### **Established Goals:**

#### **New Jersey Student Learning Standards (NJSLs) for Language Arts**

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

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

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

#### **Craft and Structure**

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

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

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

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

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

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

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

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

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

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

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

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

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

- C. Spell correctly

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

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

### Transfer

**Transfer Goal:**

Students will be able to independently use their learning

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

### Meaning

**Students will understand that:**

*Students will understand that:*

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

**Essential Questions:**

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

### Acquisition of Knowledge & Skills

**Students will know:**

- How the characters of the book react to their environment, circumstances,

**Students will be able to:**

- Analyze summer reading text in relation to the theme of destiny, fate, and choices

and other people in making decisions, and how those decisions affect them and others.

- How to analyze the relationship among the different elements of writing in order to express theme.
- Key terms
  - First-person narration
  - memoir
  - Direct and indirect characterization
  - Setting
  - Thesis statement/topic sentences
  - Direct quote
  - Textual support

- Actively participate in student-led discussions about text

## Stage 2: Acceptable Evidence

### Transfer Task

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

### Other Evidence

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

## Stage 3: Activities

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

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

**Unit Title / Topic:** Literary Analysis

**Unit Duration:** 6 weeks

## **Stage 1: Desired Results**



## **Established Goals:**

### **New Jersey Student Learning Standards (NJSLS) for Language Arts**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Presentation of Knowledge and Ideas

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

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use parallel structure
  - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - Use a colon to introduce a list or quotation.
  - Spell correctly.
- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- 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.
  - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
  - 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.
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text

## Transfer

### Transfer Goal:

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

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

## Meaning

### Students will understand that:

*Students will understand that:*

- There are elements both within and beyond our control determining our destiny.
- An author’s technique and style help convey to the reader universal truths about the human condition and man’s fate

### Essential Questions:

- How do our actions affect our destiny and the lives of those around us?
- How do environment and the society in which we live determine our destiny?
- Do our relationships or lack of relationships affect our destiny?

<ul style="list-style-type: none"> <li>● By using effective writing techniques and substantial evidence from a text, a writer can convey his/her ideas and present his/her arguments.</li> </ul>	<ul style="list-style-type: none"> <li>● Are our lives and our ability to achieve our dreams controlled by fate or free will?</li> <li>● How do an author's literary technique, style, voice and characterization contribute to the central themes of his/her literature?</li> <li>● How does an author's technique enhance the reader's appreciation of the literary work?</li> <li>● How do effective writers develop a thesis and support and conclude their arguments?</li> </ul>
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**Acquisition of Knowledge & Skills**

**Students will know:**

- How writers indirectly create character
- Steinbeck's beliefs and biography and how he infuses his beliefs in his work
- The plot elements in selected literature
- Definitions of literary terminology
- How situational irony, symbolism and foreshadowing are used to enhance themes of selected literature
- The origins of Steinbeck's title
- Key terms
  - Plot, characterization, conflict, climax, resolution, setting, point of view, symbolism, foreshadowing, allusion, mood, theme, situational irony, verbal irony, dramatic irony, direct characterization, indirect characterization, inference, imagery, antagonist, protagonist

**Students will be able to:**

- Understand the development of character in literature
- Understand how Steinbeck's life is reflected in the novel
- Analyze setting, conflict, climax, mood, and resolution in selected literature
- Understand and analyze symbolism, foreshadowing and irony in the selected literature
- Understand and analyze the common theme in the selected literature
- Analyze the allusive nature of the title of the novel
- Relate Steinbeck's themes to other literature and the world around them in both discussion and writing

**Stage 2: Acceptable Evidence**

**Transfer Task**

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

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

**Other Evidence**

Quiz on literary techniques in short stories (RL)

Test on identifying literary techniques in a short story not read or discussed in class (RL)

Writing assignment - Short story with ironic ending (W, L)

Response Journal (W)

Bio-Poem to demonstrate indirect/direct characterization (W, L)

Final test on novel (RL)

Mock Trial Presentations (SL) (RL)

Student (jury) evaluations of trial presentations (SL)

Classwork/Homework (RI, RL, W)

## Stage 3: Activities

Option One:

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

Poetry: To A Mouse

Novel: Of Mice and Men

Essential Question Activity (A)

Definitions of Literary Terms (A)

Independent and group reading (A)

Textbook questions (A)

Class discussions (A)

Lecture (A)

Library research – biographical information on Steinbeck (A)

Chapter Focus Questions (A)

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

Film (A)

Jigsaw – discussion questions (M)

Journal writing (M)

Map of Setting - Close reading activity (M)

RAFT writing assignment (M)

Close reading to mark passages for discussion (M)

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

Writing Activities – Epitaph and Obituary (M)

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

Irony in “real life” (T)

Mock Trial Presentation (T)

Revise writing based on teacher conferencing and feedback (T)

Effective use of literary devices in original writing (T)

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Option Two:

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

Poetry: To A Mouse, Us Two

Novel: Of Mice and Men

Essential Question Activity (A)

Definitions of Literary Terms (A)

Definitions of Vocabulary Terms (A)

Independent and group reading (A)

Comprehension questions (A)

Class discussions – Think, Pair, Share (A)

Lecture (A)

Library research – background on migrant farmers, mental retardation, American life in the 1930s, and biographical information on Steinbeck (A)

Guided reading questions (A)

Film and discussion (A)

Discussion questions (M)

Journal writing (M)

Writing Activities – Epilogue (M)

Passage Revision - grammar (M)

Character analyses (M)

Dreams writing assignment (M)

Structural observation of the text (M)

Theme analysis (M)

Euthanasia debate (T)

Project Homeless (T)

Literary Device Hunt (T)

Vocabulary Bingo (T)

Close passage readings and analysis (T)

Friendship advertisement (T)

Dreams writing (T)

Unit test (T)

Creative assessment – epilogue, soundtrack, movie poster (T)

Writing assessment - justification analysis (T)

Small writing task - film comparison (T)

**Unit Title / Topic:** Non-fiction

**Unit Duration:** 4 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for Language Arts

- RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Use parallel structure.
  - B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - B. Use a colon to introduce a list or quotation.
  - C. Spell correctly.
- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.



## Transfer

### Transfer Goal:

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

- Use evidence from informational text to demonstrate understanding of author's purpose
- Conduct research and present knowledge in clear and coherent writing

## Meaning

### Students will understand that:

*Students will understand that:*

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

### Essential Questions:

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

## Acquisition of Knowledge & Skills

### Students will know:

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

### Students will be able to:

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

## Stage 2: Acceptable Evidence

### Transfer Task

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

### Other Evidence

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

## Stage 3: Activities

Option One:

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

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

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

Option Two:

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

I-Search Outline (M)

MLA format practice of internal citations (M)

MLA format practice of Works Cited page (M)

Individual Teacher Conference on first draft of I-Search Paper (M)

Current event analysis and discussion (M)

Grammar conventions (M)

Writing Revisions (T)

I-Search Paper (T)

Current event persuasive letter (T)

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

**Unit Duration:** 10 weeks

## Stage 1: Desired Results

### Established Goals:

#### **New Jersey Student Learning Standards (NJSLS) for Language Arts**

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

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

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

#### **Craft and Structure**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Transfer

### Transfer Goal:

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

analyze how a public figure's choice has impacted his or her destiny by applying an understanding of how destiny is determined by choice in fiction.

generate a creative project in which they illustrate their analysis and understanding of *Romeo and Juliet*.

## Meaning

### Students will understand that:

*Students will understand that:*

- Both fate and free will determine our futures.
- Outside forces, such as community and environment, affect people's destinies.

### Essential Questions:

- Do people choose their own path in life or is it predestined?
- How do individuals cope with the reality of their lives?
- How do flaws in human nature affect our fate?
- How do we attempt to control our own destiny?

- Our personal character flaws influence our decisions and can tragically affect our lives and the lives of others.
- A writer's use of literary technique, genre, style, voice, characterization helps convey theme.
- A good thesis and strong supporting details that are appropriately documented enable a writer's ability to prove his/her ideas and arguments.

- How does an author use literary technique, genre, style, voice and characterization to contribute to the central themes of his/her literature?
- How do good writers develop a thesis, support their arguments with primary sources, document and cite the sources using MLA format?

### Acquisition of Knowledge & Skills

#### Students will know:

- How the elements of plot and characterization are illustrated in the literature
- How authors use symbolism to help convey their themes
- How to analyze and connect choices with consequences
- The historical information about the English Renaissance and how the history and culture of the time affected the writings of Shakespeare.
- The life of Shakespeare and the origins and elements of the theatre
- The definitions of various literary terms
- The traditional structure of the play
- MLA format for essay writing
- Key terms
  - Plot, exposition, characterization, conflict, climax, resolution, setting, point of view, symbolism, foreshadowing, mood, dramatic irony, motif, theme, narrative voice, crisis, denouement, soliloquy, aside, monologue, metaphor, simile, personification, paradox, oxymoron, pun, blank verse, imagery, tragedy, tragic hero, tragic flaw, catharsis, discovery and reversal, couplet, dramatic foil, comic relief, sonnet, allusion, hyperbole, thesis statement, topic sentence, direct quote

#### Students will be able to:

- Understand and discuss plot and character development
- Analyze the use of symbolism
- Recognize the thematic consistencies in the literature
- Understand how the culture and history of a time period impact the plot
- Define tragedy and discuss how the play is a tragedy
- Define the traditional structure of the play and relate Romeo and Juliet to it
- Think critically on the tragic nature of the many characters in the play and express their ideas in writing and/or group discussion/presentation
- Analyze and discuss Shakespeare's use of language and literary devices to enhance the meaning of the work.
- Understand and discuss the idea of predestination vs. free choice in the play
- Exhibit correct essay writing techniques
- Defend an interpretation using specific examples from the literature

## Stage 2: Acceptable Evidence

### Transfer Task

Students will give a presentation on a public figure analyzing how his/her choice determined his/her destiny. Students will present biographical information, analysis of choice, as well as consequence of choice

## Other Evidence

### **Option One**

Quizzes on assigned reading (RL)

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

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

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

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

Homework (RI, RL, W, L)

Tests (RL, W, L)

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

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

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

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

### **Option Two**

Personal journal responses (*Speak*)

Reading comprehension quizzes (*Speak*)

Analysis of clans (*Speak*)

Interior monologue (*Speak*)

Verb choices (*Speak*)

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

Symbolism of tree (*Speak*)

Topic vs. theme (*Speak*)

Theme analysis (*Speak*)

Real-world application of themes (*Speak*)

Oral reading (*Romeo and Juliet*)

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

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

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

## Stage 3: Activities

### **Option One:**

Literature: *Speak*, *Romeo and Juliet*

### **Acquisition of Knowledge:**

Essential Question/Anticipatory Activities

Definitions of Literary/Key Terms

Internet scavenger hunt on life and times of William Shakespeare



## Note Taking

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

Textbook questions

Independent and group reading

Class discussions

Biographical information on authors

Chapter Focus Questions

Graphic organizers for essay outlining

Films

Research of biographical information on subject for transfer task

### **Activities for making meaning:**

Journal writing – connection between literature and students' lives

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

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

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

Analysis of important quotations from novel/play

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

Role Play (“what if” different choices were made)

Jigsaw – analysis of four examples of dramatic foils

Close reading of balcony scene to identify literary devices

Creative projects – designing Playbill cover

Teacher feedback on essay drafts

### **Activities for transfer of knowledge:**

Revise writing based on teacher conferencing and feedback

Effective use of literary devices in original writing

### **Option Two:**

Literature: *Speak*, *Romeo and Juliet*

### **Acquisition of Knowledge:**

Essential Question/Anticipatory Activities/Music-based story interpretation

Definitions of Literary/Key Terms

Webquest on Globe Theatre and biographical information on Shakespeare

Note Taking on storyline

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

Class reading/performance

Class discussions

Biographical information on authors

Chapter Focus Questions; comprehension and analysis

Graphic organizers for essay outlining

Films

**Activities for making meaning:**

Journal writing – connection between literature and students' lives

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

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

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

Analysis of important quotations from novel/play

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

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

Creative projects – 30 choices to trigger strengths

**Activities for transfer of knowledge:**

Revise writing based on teacher conferencing and feedback

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

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

\_\_\_\_\_

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

"Translation" practice

Close Prologue translation

Act/scene comprehension questions (optional)

Class read alouds and discussion

Act quizzes

Characterization chart

Event timeline

Literary devices

Friar's letter to Romeo

"Man Up Monologue"

Quote identification challenge

Types of love

Exploring and supporting themes

Creative project

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

**Stage 1: Desired Results****Established Goals:****New Jersey Student Learning Standards (NJSLS) for Language Arts**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Presentation of Knowledge and Ideas

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

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

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

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

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

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

## Transfer

### Transfer Goal:

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

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

## Meaning

### Students will understand that:

*Students will understand that:*

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

### Essential Questions:

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

## Acquisition of Knowledge & Skills

### Students will know:

- How the elements of plot and characterization are illustrated in the literature
- The authors' use of literary devices to help convey theme
- How to analyze and connect choices with consequences
- The themes and motifs of the literature
- The autobiographical elements in the literature
- The setting of the novel (race relations in the South in 1930s)
- Key terms
  - Protagonist, antagonist, setting, plot, exposition, characterization, conflict, climax, resolution, point of view, symbolism, foreshadowing, allusion, mood, motif, theme, hypocrisy, prejudice (racial, social, gender), segregation, empathy, Scottsboro trials

### Students will be able to:

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

## Stage 2: Acceptable Evidence

### Transfer Task

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

Upon the completion of *To Kill a Mockingbird*, students will conduct heavy research to demonstrate how the underlying concepts of the Jim Crow Era are still found in modern society. Using this research, they will create political cartoons illustrating how the “Modern Day Jim Crow” issues are evident today.

### Other Evidence

#### Option One

Quizzes on assigned reading (RL)

Personal connection journal responses (RL)

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

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

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

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

#### Option Two

Quotation analysis per reading segment

Personal connection journaling

Jim Crow Laws & Scottsboro Boys Trial  
Close readings of essential scenes in understanding themes  
Class quotation analyses

## Stage 3: Activities

### Option One:

Literature: *To Kill a Mockingbird*, *Twelve Angry Men*

#### Acquisition of Knowledge:

Essential Question Activity

Definitions of Literary Terms

Independent and group reading

Textbook questions

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

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

Anticipatory questions for *To Kill a Mockingbird*

Library research – Scottsboro Trials/Jim Crow laws

Homework

Vocabulary in context

Class discussions

Biographical information of authors

Chapter Focus Questions

Graphic organizer and checklist for essay writing

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

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

PBS documentary film – Scottsboro Trials

Film of *To Kill a Mockingbird*

#### Activities for making meaning:

Writing Activities – application of EQs to literature

Writing activity to illustrate empathy – assuming perspective of assigned character

Analysis of important quotations from novel

Defending individual interpretation of symbol in small groups

Collaborative group activities

Teacher feedback on essay drafts for student revision

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

#### Transfer of knowledge:

Essay revisions

### Option Two:

Literature: *To Kill a Mockingbird*

**Acquisition of Knowledge:**

Anticipation Guide

Biographical information of authors

Jim Crow Laws webquest

Scottsboro Boys Trial documentary

Essential Question Activity

Definitions of Literary Terms

Independent and group reading

Oral comprehension questions

Pre-reading activity – visual – seeing different perspectives of photos (lynching, The Great Depression)

Class discussions

Graphic organizers for characters

Writing responses

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

Film of *To Kill a Mockingbird*

**Activities for making meaning:**

Writing Activities – application of EQs to literature

Writing activity to illustrate empathy – assuming perspective of assigned character

Role playing; empathy scenarios

Analysis of important quotations and passages from novel

Collaborative group activities

Close reading of trial; understanding testimonies and implications

Teacher feedback on writing tasks

Personal connection journaling

**Transfer of knowledge:**

Writing revisions

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Anticipation guide

Characterization chart

Character quiz

Character sketch

Mockingbird criteria

Mockingbird writing task

Scottsboro Boys Trial



TKAM Anniversary - Obama article  
Class discussions on significant plot events  
Strange Fruit lyric analysis and connection  
Trial chart  
Theme exploration  
Modern Day Jim Crow research

**Unit Title / Topic:** Book Clubs

**Unit Duration:** 5 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for Language Arts

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

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

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

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

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

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

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

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

### Transfer

#### Transfer Goal:

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

- Participate in student led discussions to analyze and interpret a text of their choice
- Create a project depicting their knowledge, analysis and interpretation of text

## Meaning

### Students will understand that:

*Students will understand that:*

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

### Essential Questions:

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

## Acquisition of Knowledge & Skills

### Students will know:

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

### Students will be able to:

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

## Stage 2: Acceptable Evidence

### Transfer Task

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

### Other Evidence

Completed Bookmarks (Textual, Social, Topical, or Cultural Approach)

Passages marked with "sticky" notes

Discussions participation

Book Club Discussion Record

Teacher observation journal - field notes

## Stage 3: Activities

Teacher modeling and student practice using first novel of study (Of Mice & Men) (A)

Reading Survey (A)

Book Club Talks introducing titles (A)

Book Choice Survey (A)

Book Club Talk Reflection (A)

Independent reading time (A)

Rules established by each Club (M)

Book Club meeting agenda (M)

Weekly Student led discussion based on passages marked in accordance with completed Bookmark (M)

Discussion Record (M)

Final Project Participation Statement (M)

Final project (product and presentation))- Life Map, Thematic Connection, Body Biography, Censorship Scenario, Cultural Studies (T)