

# Verona Public School District Curriculum Overview

## English I Honors



**Curriculum Committee Members:**

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**Curriculum Developed:**

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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 Honors curriculum is designed to introduce the skills necessary for the student to become proficient in the honors track of the high school language arts program. These skills include the areas of listening, speaking, reading, analyzing, researching and writing. Higher order thinking skills will be expected. Students will read and analyze selected works from all genres: short story, novel, poetry, drama and nonfiction. The process approach to writing will be emphasized.

**Prerequisite(s):**

Teacher Recommendation

## 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 individual, global society, and the environment.</i>
<ul style="list-style-type: none"> <li>A. Technology Operations and Concepts</li> <li>X B. Creativity and Innovation</li> <li>X C. Communication and Collaboration</li> <li>X D. Digital Citizenship</li> <li>X E. Research and Information Fluency</li> <li>X F. Critical thinking, problem solving, and decision making</li> </ul>	<ul style="list-style-type: none"> <li>A. The Nature of Technology: Creativity and Innovation</li> <li>X B. Technology and Society</li> <li>C. Design</li> <li>D. Abilities for a Technological World</li> <li>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 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.	CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
<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.	CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
<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.	X CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
<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.	X CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
<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.	X CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

## 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>● Prentice Hall Literature Gold</li> <li>● Arrangement in Literature</li> <li>● <b>Romeo and Juliet</b> (Play and Film)</li> <li>● <b>To Kill a Mockingbird</b> (Novel and Film)</li> <li>● <b>Oedipus</b></li> <li>● <b>Of Mice and Men</b> (Novel and Film)</li> <li>● <b>Ethan Frome</b></li> <li>● <b>Ellen Foster</b></li> <li>● <b>Speak</b></li> <li>● <b>The Perks of Being a Wallflower</b></li> </ul>	<ul style="list-style-type: none"> <li>● Google Drive</li> <li>● VHSLC Databases</li> <li>● Readwritethink.org</li> <li>● Commonsensemedia.org</li> <li>● Purdue OWL</li> <li>● Americanliterature.com</li> <li>● Cnn.com</li> <li>● Nytimes.com</li> <li>● How-To: Essay-Writing Notes</li> <li>● Short Story Writing Packet</li> </ul>

- *Will Grayson, Will Grayson*
- Book Club book selections

- Various internet sources for poems and short stories
- Noredink.com

**Unit Title / Topic:** Summer Reading

**Unit Duration:** 2 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.

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 - 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.

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 - 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

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.

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 writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.

### Transfer

#### Transfer Goal:

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

identifying and analyzing the choices characters make and their respective consequences in works of fiction and nonfiction in order to determine how a person has the ability to impact others.

## Meaning

### Students will understand that:

#### *Students will understand that:*

- The choices people make in life directly affect their future and their destiny.
- Writers of fiction and nonfiction differ in their techniques to express their messages to the reader, but share many similarities.
- The decisions a person makes and the actions they take not only affect him/herself, but also the lives of those around them.
- Valid connections can be made between an array of texts even when the time period, narrative style, and genre of the texts differ.
- Writing in a clear and concise format helps us communicate our ideas.

### Essential Questions:

- How do the choices we make in life affect our futures?
- How do the decisions and actions we make affect our lives and the lives of those around us?
- How do writers of fiction and of nonfiction communicate their ideas, and how are their techniques different and/or similar?
- How can readers make connections between various pieces of literature, regardless of time period, narrative style, or genre?
- How do effective writers develop a thesis and support and conclude their arguments?

## Acquisition of Knowledge & Skills

### Students will know:

- how to evaluate a question and develop a thesis
- how to brainstorm for concrete evidence to address the prompt
- how to prewrite and organize using several different prewriting techniques
- how to write topic sentences
- how to provide evidence and explanation to prove the thesis
- how to write concluding sentences
- how to write an introduction with a thesis
- how to write a comprehensive conclusion
- the grammar rules of standard English language
- the rules for formal expository writing
- MLA formatting for a formal essay
- Key terms: prewriting, thesis statement, topic sentence, introductory, paragraph of support, conclusion, evidence, MLA formatting, fiction, nonfiction

### Students will be able to:

- evaluate a question and develop a thesis that adequately answers that question
- brainstorm for concrete evidence to address the prompt
- prewrite and organize the essay using several different prewriting techniques
- write topic sentences
- provide evidence and explanation to prove the thesis
- write concluding sentences
- write an introduction with a thesis
- write a comprehensive conclusion
- demonstrate proper mechanics
- implement and follow the rules for formal expository writing and for the formatting of the essay correctly according to MLA standards

## Stage 2: Acceptable Evidence

### Transfer Task

Students will compose an essay in which they identify and analyze the choices characters make and their respective consequences in their summer reading novels and short stories in order to determine how a person has the ability to impact others.

## Stage 3: Activities

- Bookmarks/stickers
- Discussions - informal book club
- Essential questions activity
- Essay-writing strategies
- Prewriting
- Writing conferences
- Revisions



**Unit Title / Topic:** Short Story

**Unit Duration:** 4 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).

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 - 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.

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 - 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

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.

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 writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.

### Transfer

#### Transfer Goal:

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

write an original short story that exhibits the elements and qualities of the short story genre.

## Meaning

### Students will understand that:

#### *Students will understand that:*

- The short story genre is an effective and unique genre for an author to express his/her ideas and themes.
- An author's techniques and style help convey universal truths about the human condition to the reader.
- By using effective writing techniques and substantial evidence from a text, a writer can convey his/her ideas and present his/her arguments.

### Essential Questions:

- How does an author's choice of the short story genre help him/her relate his/her message to the reader?
- How do an author's literary technique, style, voice and characterization contribute to the central themes of his/her short story?
- How do effective writers develop a thesis and support and conclude their arguments?

## Acquisition of Knowledge & Skills

### Students will know:

- Plots of selected works.
- Literary analysis techniques
- Definitions of literary terminology - Key terms: Inference, plot, characterization, conflict, climax, resolution, setting, point of view, symbolism, foreshadowing, situational irony, dramatic irony, verbal irony, protagonist, antagonist, allusion, mood, tone, theme, short story, novella

### Students will be able to:

- Recognize the use and effect of literary elements in a short story.
- Recognize that a character is developed through the character's speech and action and the observations of others.
- Trace the development of plot.
- Defend an interpretation using specific examples from the literature.
- Compare how authors' use of different short stories present similar themes.

## Stage 2: Acceptable Evidence

### Transfer Task

Students will demonstrate their understand of the various elements of short stories by composing an original short story. The following elements must be effectively illustrated in their stories: Title, setting (implied or stated), two or more well-developed characters, a definite point of view, well-defined conflicts, climax, resolution, theme, mood, symbolism, foreshadowing, one type of irony (situational, verbal or dramatic)

## Stage 3: Activities

### Short stories:

“The Most Dangerous Game”

“Cask of Amontillado”

“The Interlopers”

“The Chrysanthemums”

“Dawn”

“The Scarlet Ibis”

“All the Difference in the World”

“The Weight of the Glass”

Class notes and discussion - Think, Pair, Share

Essential question activity

Definitions, identification, and analysis of literary terms

Close reading to mark passages for discussion

Student led discussions referencing specific quotes and passages

**Unit Title / Topic: *Of Mice and Men***

**Unit Duration: 7 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.9-10.9. 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
- 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.9-10.7. 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
- 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
- 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.
- W.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 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
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- 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
- 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.9-10.4. 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.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## **Transfer**

**Transfer Goal:**

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

determine, analyze, and justify the final events of the novel and support their analysis and justification through supporting evidence found in the novel and modern articles/texts

### Meaning

**Students will understand that:***Students will understand that:*

- There are elements both within and beyond our control determining our destiny.
- Both fate and human kind's free will determine our destiny.
- The human need for forgiveness is an innate human desire.
- An individual's courage and empathy in the face of racism and hatred can affect his/her life and the lives of others.
- Human beings have a need for family and close human interaction.
- One's upbringing and social environment have the ability to influence his/her life; however, it is one's choices that have the ultimate influence.
- An author's use of the diction, syntax, techniques and literary elements of the novel help convey theme and supporting motifs and characterization.
- By using effective writing and analysis techniques, writers can convey their ideas and present their arguments.
- A good thesis and strong supporting details and evidence that are adequately researched and appropriately documented enable a writer's ability to prove his/her ideas and arguments.
- The appropriate selection of resources and the correct documenting and citing of these resources are an integral part of a writer's proving his/her argument.

**Essential Questions:**

- What kinds of circumstances are truly beyond an individual's control?
- As a society, what is our responsibility to people whose circumstances are beyond their control?
- What are the meanings of friendship and being an outsider?
- Are our lives and our ability to achieve our dreams controlled by fate or free will?
- How do our relationships (or lack thereof) affect our destiny?
- How do the environment and society in which we live help influence our destiny?
- Are unethical actions ever justifiable?
- How do the techniques and elements of the genre of the novel aid the writer in presenting his/her themes, supporting motifs to the reader and developing character?
- How do effective writers convey their independent literary analysis of a novel by developing a thesis, supporting the argument with contextual evidence, document that evidence, and conclude the argument?

### Acquisition of Knowledge & Skills

**Students will know:**

- how the elements of plot and characterization are reflected in a novel
- how the author's life and the times in which he/she lived are reflected in the novel

**Students will be able to:**

- understand and discuss the elements of plot in a novel
- analyze and discuss character development and character relationships within a novel

- the themes and motifs of the novel
- the meaning of the title of the novel
- the symbolism and foreshadowing in the novel
- how to justify and argue highly controversial issues
- how to develop a thesis statement
- how to research a given topic
- how to organize the research and prewrite/organize a paper
- how to quote and paraphrase and document the quotes and paraphrase

- analyze and discuss the various themes and motifs of a novel
- understand how the themes and motifs are intertwined throughout a novel
- understand the author's social commentary and the universality of the work
- discuss the meaning of the title and how it relates to different incidents and characters throughout the work
- analyze the author's use of various literary and narrative devices and techniques in a novel
- justify and support various sides of highly controversial arguments
- develop a thesis statement relating to a specific topic
- research that topic and organize the information
- prewrite and organize a paper with an introduction and a conclusion
- support the thesis statement with adequate information and quotes
- document quotes, paraphrasing and illustrations correctly according to MLA standards
- format the paper and works cited page correctly according to MLA standards

## Stage 2: Acceptable Evidence

### Transfer Task

- Verbal assessment: Students will informally debate by means of an informal debate. The arguments recorded will serve as brainstorming for the written assessment.
- Written assessment: Students will justify the final actions of the book through appropriate and sufficient use of textual evidence from the novel and current text.

## Stage 3: Activities

Anticipation Guide  
Pre-reading research  
Close readings and discussions  
Passage analyses  
Characterization chart  
"Us Two" by AA Milne  
Friendship ad  
Dream writing  
Euthanasia article and informal debate  
Literary devices hunt  
"To a Mouse" by Robert Burns  
Structural observation of the text  
Justification assessments - verbal and written  
Sample modern article: "Brittany Maynard: My right to death with dignity at 29"  
Writing strategies  
Film comparison/contrast  
Project Homeless



**Unit Title / Topic:** *To Kill a Mockingbird*

**Unit Duration:** 7 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.9-10.9. 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
- 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.9-10.7. 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
- 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
- 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.
- W.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 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
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- 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
- 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.9-10.4. 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.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## Transfer

### Transfer Goal:

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

- research a “Modern Day Jim Crow” issue and compose a correctly-formatted process paper using evidence from both primary and secondary sources
- create a political cartoon in which the “Modern Day Jim Crow” is clearly illustrated and evident to all audiences

## Meaning

### Students will understand that:

#### *Students will understand that:*

- Fiction works can provide insight to real world situations, events, and circumstances
- There are elements both within and beyond our control determining our destiny.
- Both fate and human kind’s free will determine our destiny.
- An individual’s courage and empathy in the face of racism and hatred can affect his/her life and the lives of others.
- One’s upbringing and social environment have the ability to influence his/her life; however, it is one’s choices that have the ultimate influence.
- 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.
- There were and continue to be flaws within the American justice system that have the ability to impact those who are involved in the court process.

### Essential Questions:

- What kinds of circumstances are truly beyond an individual’s control?
- As a society, what is our responsibility to people whose circumstances are beyond their control?
- Are our lives and our ability to achieve our dreams controlled by fate or free will?
- How do the environment and society in which we live help influence 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?
- What is justice and how does the American Judicial System pledge to provide and maintain justice to the people?
- What can works of fiction provide readers to help them understand the real world?

## Acquisition of Knowledge & Skills

### Students will know:

- how to develop a thesis statement
- how to research a given topic
- how to organize the research and prewrite/organize a paper
- how to quote and paraphrase and document the quotes and paraphrase

### Students will be able to:

- develop a thesis statement relating to a specific topic,
- research that topic and organize the information
- prewrite and organize a paper with an introduction and a conclusion
- support the thesis statement with adequate information and quotes

- how to format all aspects of the paper using MLA standards
- how to write an introduction and a conclusion
- how to format a works cited page correctly
- Key terms
  - prewriting, thesis statement, topic sentence, introduction, paragraph of support, conclusion, evidence, MLA formatting, primary source, secondary source, internal documentation, citation, works cited

- document quotes, paraphrasing and illustrations correctly according to MLA standards
- format the paper and works cited page correctly according to MLA standards

## Stage 2: Acceptable Evidence

### Transfer Task

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.

## Stage 3: Activities

Anticipation guide  
 Characterization chart  
 Character quiz  
 Character sketch  
 Mockingbird criteria  
 Mockingbird writing task  
 Scottsboro Boys Trial  
 Role play - empathy scenarios  
 TKAM Anniversary - Obama article  
 Class discussions on significant plot events  
 Strange Fruit lyric analysis and connection  
 Trial chart  
 Theme exploration  
 Intro Modern Day Jim Crow research project  
 Societal misconceptions  
 Defining “Modern Day Jim Crow”  
 Source evaluation  
 Political cartoon analysis - class then groups  
 Expose and audience analysis

**Unit Title / Topic:** Drama and Tragedy (in conjunction with Independent Reading Unit)

**Unit Duration:** 7 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.9-10.6. 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).

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.

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.

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 writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.

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.9-10.3. 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.

## Transfer

### Transfer Goal:

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

- Analyze the tragic nature of characters in tragic plays, supporting their analysis with evidence from the literature.
- Compose an essay in which they prove and strongly support a common theme depicted in Romeo and Juliet and their outside reading novel.

## Meaning

### Students will understand that:

#### *Students will understand that:*

- Historical and cultural context play an important role in understanding a piece of literature.
- A person's environment and society can determine his/her destiny, but ultimately it is personal choice which impacts our futures.
- Our personal character flaws influence our decisions and can tragically affect our lives and the lives of others.
- Playwrights use dramatic and theatrical techniques and literary devices to convey their ideas in a unique way.
- The characteristics of ancient tragedy are reflected throughout the history of the genre.
- Strong connections can be made between various texts, regardless of their plot and/or time period.
- Textual evidence is vital in establishing and proving connections between various pieces of literature.

### Essential Questions:

- How are the culture and history of a specific time period reflected in the drama?
- How do the flaws in human nature affect our fate and create tragic circumstances in drama?
- How do one's environment and the society in which we live determine our destiny?
- Do we hold the responsibility for our own fate?
- How does telling a story in play form impact the author's message?
- How can classic and modern texts of seemingly different plots connect?
- 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

### 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
- 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.

- MLA format for essay writing
- Key terms: Plot, exposition, characterization, conflict, climax, resolution, setting, point of view, symbolism, foreshadowing, mood, dramatic/verbal/situational irony, motif, theme, narrative voice, soliloquy, aside, monologue, apostrophe, metaphor, comic relief, paradox, oxymoron, pun, imagery, tragedy, tragic hero, tragic flaw, catharsis, character foil, comic relief, allusion, hyperbole

- Understand the discuss the idea of predestination vs. free choice in the play
- Exhibit correct essay writing techniques and revision strategies

## Stage 2: Acceptable Evidence

### Transfer Task

- Small writing task: Argue and support the most tragic element of the play
- Summative writing task: In conjunction with their outside reading novel, students will compose a comparison essay in which they analyze, prove, and strongly support a common theme depicted in both *Romeo and Juliet* and the novel of their choice.

## Stage 3: Activities

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*

**Unit Title / Topic:** Independent Reading (in conjunction with Drama and Tragedy)

**Unit Duration:** 7 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.

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.

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.

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 writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.9-10.3. 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.

### Transfer

#### Transfer Goal:

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

- Compose an essay in which they prove and strongly support a common theme depicted in Romeo and Juliet and their outside reading novel.
- Produce an original project in which they creatively illustrate any analytical component found in the outside reading novel.



## Meaning

### Students will understand that:

#### *Students will understand that:*

- Strong connections can be made between various texts, regardless of their plot and/or time period.
- Textual evidence is vital in establishing and proving connections between various pieces of literature.

### Essential Questions:

- What are some essential components of literature that can be deeply analyzed?
- How can classic and modern texts of seemingly different plots connect?
- 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 fictional literature are illustrated in the text
- How authors use plot, characters, and symbolism to help convey their themes
- How to analyze and connect classic literature to modern text
- MLA format and standard essay-writing elements

### Students will be able to:

- Understand and discuss plot, character development, and theme
- Analyze the use of various elements of fictional literature
- Recognize the thematic consistencies in the literature
- Exhibit correct essay writing techniques and revision strategies

## Stage 2: Acceptable Evidence

### Transfer Task

- Students will compose an essay in which they prove and strongly support a common theme depicted in *Romeo and Juliet* and their outside reading novel.
- Students will produce an original project in which they creatively illustrate any analytical component found in the outside reading novel.

## Stage 3: Activities

Novel choices: *Speak*, *Ellen Foster*, *The Perks of Being a Wallflower*, *Will Grayson Will Grayson*

Silent reading

Quote log and textual evidence gathering

Project proposal

Independent project work

Project presentation

**Unit Title / Topic:** Book Club & Creative Study

**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).

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.

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

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

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 writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Transfer

#### Transfer Goal:

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

- 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.
- 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

## Stage 3: Activities

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

Passages marked with “sticky” notes

Discussions participation

Book Club Discussion Record

Silent reading and annotation

In conjunction with Book Club:

Creative writing prompts

Poetry reading and analysis

Modern poetry hunt