

# English I

## Grade 9

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*Superintendent of Schools:*  
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## Grade 9 English Curriculum Overview

### Grade 9 English

Grade 9 English I is taught in eight units throughout the school year; units 1-6 will follow in sequence, with 7 and 8 occurring throughout the year. English I is designed to provide an opportunity for students to strengthen and improve individual skills in reading, writing, speaking, and listening. Emphasis will be placed on instruction and practice to help students achieve and maintain the skills necessary for success in high school and future studies. Students will read and write frequently, acquire the fundamentals of grammar, and will broaden their vocabulary. Through small and large group discussions, a major essay each quarter, presentations, and activities, students will explore the short story, epic literature, Shakespearean drama, and novel study. In addition, students will compose essays of exposition, literary analysis, and argument, including the research paper. Writing skills emphasized include organization, clarity, editing, and evidence based support.

Participation in this program assists students:

1. To develop higher level reading, writing, and analytical skills.
2. To apply conventions of writing to convey clear and cogent ideas.
3. To meet the English standards for New Jersey Public Schools utilizing New Jersey Student Learning Standards

Suggested Course Sequence\*:

Unit 1: Short Story Unit

Unit 2: *The Odyssey*

Unit 3: *The Merchant of Venice*

Unit 4: The Research Paper

Unit 5: *To Kill a Mockingbird*

Unit 6: Non-fiction Study

Unit 7: Vocabulary

Unit 8: Grammar

**Prerequisite:** Grade 8 English

*\*The number of instructional days is an estimate based on the information available at this time. 1 day equals approximately 42 minutes of seat time. Teachers are strongly encouraged to review the entire unit of study carefully and collaboratively to determine whether adjustments to this estimate need to be made.*

**Unit Overview**

<b>Content Area: English</b>
<b>Unit Title: Unit 1, The Short Story</b>
<b>Grade Level: 9</b>

**Unit Summary:** Stories are the epitome of living and existing. Stories are the product of an author’s mind; throughout the study of the short story, students learn to identify plot, conflict, character, setting, theme, narrator and point of view as they experience the genre of the short story.

**Learning Targets****New Jersey Student Learning Standards (Content and Technology):****Performance Expectations:****CPI#: Statement:**

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.9-10.7 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.9-10.3. 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.

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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.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

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.

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).

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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.

### **Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)**

9.4.12CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

personal, ethical, social, economic, and cultural practices.

### **Computer Science and Design Thinking (standard 8)**

8.1.12.IC.1: Evaluate the ways computing impacts

**Interdisciplinary Connections** • 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. •

6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.

• 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

- 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

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6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

**Intercultural Statements (Amistad, Holocaust, LGBTQ+)**

**Student Learning Standards:  
Technology Key Skills**

All videos and programs will contain people/characters that highlight individuality and are neutral

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

8.2.12.B.5 Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

8.2.12.D.6 Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

8.2.12.E.1 Demonstrate an understanding of the problem solving capacity of computers in our world.

**Unit Essential Question(s):**

- What is the structure of a short story?
- Why do we tell stories?
- How do specific elements enhance a short story?
- How does literature contribute to understanding ourselves and others?

Gender / LGBTQ+

**Unit Enduring Understandings:**

- The structure of the short story is an integral aspect in understanding the story.
- All literature expresses truths of the human experience.
- Authors utilize craft to tell a good story.

**Unit Learning Targets/Objectives:** Students will...

- Identify and explain plot structure of the short stories
- Analyze how authors create the setting of the story

- Identify characterization
- Identify conflict and conflict types and plot devices
  - Explain how visualization and imagery impacts the reader
- Understand point of view
- Analyze character traits and motivation
- Understand inferences
- Analyze setting
- Understand how mood affects the story
- Understand irony
- Analyze symbolism
- Understand flashback, foreshadowing
- Analyze theme
- Write narratives reflective of short story

### **Evidence of Learning**

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#### **Formative Assessments:**

- Reading Quizzes
- Reading comprehension questions
- Written reflections
- Class and group discussion
- Exit Slips to check for daily understanding

#### Summative/Benchmark Assessment(s):

- Objective tests
- End-of- Unit Test
- Quarterly Exam

#### **Resources/Materials:**

Savvas, *MyPerspectives English Language Arts Grade 9*

#### Modifications:

##### *Special Education Students/ 504 Accommodations*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

##### *English Language Learners*

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one

word

*At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*Gifted and Talented Students*

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

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**Lesson Plans**

Lesson Name/Topic Time frame (day(s) to complete)

“The Most Dangerous Game”

“The Gift of the Magi”

Lesson Objecti

Identifying plo and conflict; s and time, visu	4 days of pre-reading and exercises, reading, analysis, questions and group discussion
Prediction and	2 days of pre-reading and exercises, reading, analysis, questions and group discussion

“Quilt of a Century” Synthesis and analysis 3 days of pre-reading and exercises, reading, analysis, questions and group discussion

“The Necklace” Character motivation, making inferences questions and group discussion  
2 days of pre-reading and exercises, reading, analysis,

“With a Little Help From My Friends” reading, analysis, questions and group discussion  
Setting, mood, and imagery, as well as discussion

“The Cask of Amontillado” the establishment of mood Symbolism, inferences, characterization 4 days of pre-reading and exercises,

“A Quilt of a Century” 4 days of pre-reading and exercises, reading, analysis, questions and group discussion  
Setting, flashback, and imagery discussion

6 days of pre-reading and exercises,

Teacher Notes: Additional short stories are available in the textbook for supplemental resources.

Additional Resources

Click links below to access additional resources used to design this unit:

Commonlit.org

Newsela.com

Savvas.com

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**Unit Overview**

**Content Area: English**



**Unit Summary:** Homer's *The Odyssey* takes its readers through a journey of human trials and tribulations.

**Learning Targets**

**New Jersey Student Learning Standards (Content and Technology):**

**CPI#: Statement:**

- 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.9-10.7 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.9-10.3. 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.

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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.

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.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

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.

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

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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.

**21st Century Themes & Skills** 9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

**Student Learning Standards: Technology Key Skills**

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to

discuss a resolution to a problem or issue.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.2.12.B.5 Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

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8.2.12.D.6 Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.  
use creative skills and ideas.

**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)**

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

● **Computer Science and Design Thinking (standard 8)**

9.4.12CI.1: Demonstrate the ability to reflect, analyze, and

**Interdisciplinary Connections** 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor

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**Intercultural Statements (Amistad, Holocaust, LGBTQ+)**

Gender / LGBTQ+

All videos and programs will contain people/characters that highlight individuality and are neutral

**Lesson Plans**

Lesson Name/Topic Time frame (day(s) to complete)

Book 1- A Goddess

Intervenes

Book 5- Calypso, the Sweet Nymph

Book 9- New Coasts and Poseidon's Son

Students understand of "in me the sequel epic unra

2 days of pre-reading and exercises, reading, analysis, questions and group discussion

Book 10- The Grace of the Witch

Students embark on the epic journey and

4 days of pre-reading and exercises, reading, analysis, questions and group discussion

Book 11- The Land of the Dead

identify the epic theme and style

Book 12- The Sirens, Scylla and Charybdis

Students sequence the epic and understand the impact of one's actions

2 days of pre-reading and exercises, reading, analysis, questions and group discussion

Lesson O Students understand impact intervention epic

on the fate of others

Students analyze Odysseus's inability to undo his actions

Students follow the hero to the supposed end of his journey.

2 days of pre-reading and exercises, reading, analysis, questions and group discussion

2 days of pre-reading and exercises, reading, analysis, questions and group discussion

3 days of pre-reading and exercises, reading, analysis, questions and group discussion

Book 16- Father and Son and analyze loyalty

Students follow

Odysseus home 2 days of pre-reading and exercises, reading, analysis, questions and group discussion

Book 17- The Beggar at the Manor

challenges the suitors. Odysseus and his son prepare for battle

reading, analysis, questions and group discussion

Book 21- The Test of the Bow

Death of all those who did not show loyalty prevails

2 days of pre-reading and exercises, reading, analysis, questions and group discussion

Book 22- Death in the Great Hall

The epic prophecy is met

Book 23- The Trunk of the Olive Tree

2 days of pre-reading and exercises, reading, analysis, questions and group discussion

2 days of pre-reading and exercises, reading, analysis, questions and group discussion

Teacher Notes:

Students identify Odysseus as he

2 days of pre-reading and exercises,

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Joseph Campbell's Monomyth

The Odyssey, 1997 TV series, Armande Assante

Additional Resources

Click links below to access additional resources used to design this unit: Commonlit.org

Newsela.com

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Unit Overview

Content Area: English

**Unit Title: Unit 3, *The Merchant of Venice***

**Grade Level: 9**

**Unit Summary:** The *Merchant of Venice*, a Shakespearean Comedy, addresses justice and mercy in an unfair world. Students are exposed to anti-semitism, hatred, and prejudice as the main characters attempt to achieve what each feels he/she truly deserves.

**Learning Targets**

**New Jersey Student Learning Standards (Content and Technology):**

**CPI#: Statement:**

- 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.9-10.7 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.9-10.3. 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.

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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.

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.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

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

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

reasoning or distorted evidence.

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

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

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

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.

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.

**21st Century Themes & Skills** 9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.

9.2.12.C.4 Analyze how economic conditions and societal



**Student Learning Standards: Technology Key Skills**

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests,

changes influence employment trends and future education. achievements, and career aspirations by using a variety of digital tools and resources.

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8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.2.12.B.5 Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

8.2.12.D.6 Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

and use creative skills and ideas.

**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)**

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

**• Computer Science and Design Thinking (standard 8)**

9.4.12CI.1: Demonstrate the ability to reflect, analyze,

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

**Interdisciplinary Connections** • 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

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6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

- 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large scale atrocities including 20th century massacres in China.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide

**Intercultural Statements (Amistad, Holocaust, LGBTQ+)**

Gender / LGBTQ+

Lesson Name/Topic Time frame (day(s) to complete)

Introduction to William Shakespeare
Lesson C
Students Elizabeth William biograph

All videos and programs will contain people/characters that highlight individuality and are neutral

time peri
Students 5 days of pre-reading and exercises, character reading, analysis, questions and strands (group discussion the expositic

Act I	5 days of pre-reading and exercises, reading, analysis, questions and group discussion story.
Act II	Students will identify the rising action of the story, the plot development, and the characterization of key characters.
Act III	At the climax, students will reflect on the action thus far, and anticipate the further development in the
Act IV	The falling action of the trial determines the fate of the characters and the twist of the plot
Act V	The resolution addresses the problem of the story and resolves all character conflicts.
Conclusion	Relate current events to Shakespeare's

Merchant of Venice.

questions and group discussion

Teacher Notes:

5 days of pre-reading and exercises, reading, analysis, questions and group discussion

Additional Resources

5 days of pre-reading and exercises, reading, analysis, questions and group discussion

5 days of pre-reading and exercises, reading, analysis, questions and group discussion

5 days of pre-reading and exercises, reading, analysis, Student writing tasks, 5 days

Click links below to access additional resources used to design this unit: Commonlit.org

Newsela.com

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### Unit Overview

<b>Content Area: English</b>
<b>Unit Title: Unit 4, Research Paper Writing</b>
<b>Grade Level: 9</b>

**Unit Summary: Students incorporate non-fiction readings into the writing of the research paper. Students research a topic of their choosing and develop a claim about their topic. Students support the claim with evidence from their resources.**

### Learning Targets

**New Jersey Student Learning Standards (Content and Technology):**

**CPI#: Statement:**

- RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how

the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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

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

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

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

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

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.

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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.9-10.2. 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.

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.

A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

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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.

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.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

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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.

● **21st Century Themes & Skills** 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.  
9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. 9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

● **Student Learning Standards:** ● **Technology**

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.1.12.D.3 Compare and contrast policies on filtering and  censorship both locally and globally.

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8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

8.2.12.A.2 Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.

8.2.12.A.3 Research and present information on an existing technological product that has been repurposed for a

different function.

8.2.12.B.3 Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.

8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

8.2.12.B.5 Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

8.2.12.D.6 Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world. to enhance critical thinking and problem solving.

**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)**

9.4.12CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.2 Explain the potential benefits of collaborating

**• Computer Science and Design Thinking (standard 8) Midland Park Public Schools**

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

**Interdisciplinary Connections** 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools)

6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution



**Intercultural Statements (Amistad, Holocaust, LGBTQ+)**

Gender / LGBTQ+

Lesson Name/Topic Time frame (day(s) to complete)

Various non-fiction articles selected by teacher and/or student

Lesson C
Students comprehend analyze the purpose of article.
Students discuss the article presentat comprehend activities

All videos and programs will contain people/characters that highlight individuality and are neutral

**Lesson Plans**

assignment
Online d by stude current, relevant :
Repository articles 15 days of pre-reading and exercises, SIRS reading, analysis, questions and group discussion
Students manipulã and res credit to

Students use direct quotes for sentences they do not wish to alter, yet utilize in the research paper.

SIRS 2 days of pre-reading and exercises, reading, analysis, questions and group discussion

Noodletools 3 days of pre-reading and exercises, reading, analysis, questions and group discussion

Paraphrasing 3 days of pre-reading and exercises, reading, analysis, questions and group discussion

Direct quote 2 days of pre-reading and exercises, reading, analysis, questions and group discussion

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Parenthetic Citation 3 days of pre-reading and exercises, reading, analysis,

Students learn responsible notetaking by utilizing parenthetic citation	Students review MLA formatting guidelines using current formatting book
Students gather articles stored in Noodletools to develop works cited for research	Students organize notes and research into organized research paoer

questions and group discussion

Works Cited 3 days of pre-reading and exercises, reading, analysis, questions and group discussion

MLA format 3 days of pre-reading and exercises, reading, analysis, questions and group discussion

Organization of paper 5 days of pre-reading and exercises, reading, analysis, questions and group discussion

Teacher Notes:

Additional Resources

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### Unit Overview

<b>Content Area: English</b>
<b>Unit Title: Unit 5, <i>To Kill a Mockingbird</i></b>
<b>Grade Level: 9</b>

**Unit Summary: The classic novel, *To Kill a Mockingbird* by Harper Lee, supplements the prejudice/injustice theme demonstrated earlier in the course. Students are exposed to racial injustice in 1930's Alabama. Students are expected to analyze the text by making relevant comparisons to the current culture of prejudice in the contemporary world.**

### Learning Targets

**New Jersey Student Learning Standards (Content and Technology):**

**CPI#:** Statement:

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.9-10.7 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.9-10.1. 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

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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.9-10.2. 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.9-10.3. 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.

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

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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.

A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

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.

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.

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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.

**21st Century Themes & Skills** 9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

● **Student Learning Standards:** ● **Technology**

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.2.12.B.5 Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

8.2.12.D.6 Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the

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individual, society, or the environment and publish conclusions.

8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)**

● **Computer Science and Design Thinking**  
(standard 8)

9.4.12CI.1: Demonstrate the ability to reflect, analyze,

**Interdisciplinary Connections** • 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of

Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies

6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

**LGBTQ+)**  
Gender / LGBTQ+

All videos and programs will contain people/characters that highlight individuality and are neutral

**Intercultural Statements (Amistad, Holocaust,**  
Lesson Name/Topic Time frame (day(s) to complete)  
Establishing background

Lesson O
Students

the time 1930's	4 days of pre-reading and exercises, reading, analysis, questions and group discussion
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Alabama- Jim Crow laws, Brown v. Bd. of Ed., Scottsboro Boys
Pre-trial Students comprehend the morals and values of the family and community.

Part 1- Chapters 1-12 15 days of pre-reading and exercises, reading, analysis, questions and group discussion its effect on the reader.

Teacher Notes:

Part 2- Chapters 12-End During trial and post-trial  
Students evaluate the consequences of prejudice and hatred. Students evaluate the point of view of the author and determine

Additional Resources  
15 days of pre-reading and exercises, reading, analysis, questions and group discussion

Click links below to access additional resources used to design this unit: Commonlit.org  
Newsela.com

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### Unit Overview

<b>Content Area: English</b>
<b>Unit Title: Unit 6, Non-fiction Study</b>
<b>Grade Level: 9</b>

**Unit Summary: Students incorporate non-fiction readings into the curriculum on a topical basis. The non fiction articles can be included through the literature study, vocabulary study, or research paper creation.**

### Learning Targets

#### **New Jersey Student Learning Standards (Content and Technology):**

##### **CPI#: Statement:**

- RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
- RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient;



identify false statements and reasoning.

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

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

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.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s

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capacity to link to other information and to display information flexibly and dynamically

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

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.

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).

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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.

● **21st Century Themes & Skills** 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.

9.1.12.E.4 Evaluate how media, bias, purpose, and

validity affect the prioritization of consumer decisions and spending.

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. 9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

● **Student Learning Standards: Technology**

8.1.12.A.1 Create a personal digital portfolio which

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8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

8.2.12.A.2 Analyze a current technology and the

resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.

8.2.12.A.3 Research and present information on an existing technological product that has been repurposed for a different function.

8.2.12.B.3 Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.

8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

8.2.12.B.5 Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

8.2.12.D.6 Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

8.2.12.E.1 Demonstrate an understanding of the problem solving capacity of computers in our world.

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### **Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)**

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

### **● Computer Science and Design Thinking (standard 8)**

9.4.12CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

**Interdisciplinary Connections 6.1.12.HistoryUP.13.a:** Determine the extent to which suburban living and television supported conformity and

stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

**Intercultural Statements (Amistad, Holocaust, LGBTQ+)**

Gender / LGBTQ+

Lesson Name/Topic Time frame (day(s) to complete)

Various non-fiction articles selected by teacher and/or student

All videos and programs will contain people/characters that highlight individuality and are neutral

Lesson C	assignment.
Students comprehend and analyze the purpose of the article. 2 days of pre-reading and exercises, reading, analysis, questions and group discussion	
Students discuss the article and present their comprehension activities	

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit: [Commonlit.org](http://Commonlit.org)  
[Newsela.com](http://Newsela.com)

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**Unit Overview**

<b>Content Area:</b> English
Unit Title: Unit 7, Vocabulary: Level D (CP and CPC levels) and Level E (Honors)
Grade Level: 9

Unit Summary: Students will study and complete 3-4 units of vocabulary per academic quarter. In addition to book

activities, students are encouraged to identify the use of vocabulary unit words outside of the classroom.

### Learning Targets

#### **New Jersey Student Learning Standards (Content and Technology):**

CPI#: Statement:

**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.

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

**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.

**8.1** Educational Technology: 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.

**8.1.12.B.2** Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

**8.1.C** Communication and Collaboration: Students use digital media and environments to communicate work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

**21st Century Themes & Skills** 9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

#### **Student Learning Standards: Technology**

8.2.12.E.1 Demonstrate an understanding of the

problem-solving capacity of computers in our world.

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opportunities for personal growth, advancement, and transition.

#### **Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CI.3: Investigate new challenges and

- **Computer Science and Design Thinking** (standard 8) 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

**Interdisciplinary Connections 6.3.8.CivicsPD.3:** Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

**Intercultural Statements (Amistad, Holocaust, LGBTQ+) Gender / LGBTQ+**

All videos and programs will contain people/characters that highlight individuality and are neutral

Lesson Name/Topic Time frame (day(s) to complete)

Lesson Objective(s)
Students hear and speak the vocabulary unit words
Students practice writing and learning definitions

Introduction of words 1 day

Flashcards 1 day

Games (Kahoot, Vocabulary Workshop Online, Quizizz, Vocabtest.com, quizlet.com) and written words (definitions, synonyms, antonyms, and pronunciations) 1 day  
 Students engage in practice games and activities to become familiar with spoken words before test  
 Test

Teacher Notes:

Textbook practice Students practice with guided activities in text 1 day  
 Review games Student review Additional Resources 1 day

Click links below to access additional resources used to design this unit:  
[www.quizlet.com](http://www.quizlet.com)  
[www.vocabularyworkshop.com](http://www.vocabularyworkshop.com)  
[www.vocabtest.com](http://www.vocabtest.com)  
[www.kahoot.com](http://www.kahoot.com)  
[www.quizizz.com](http://www.quizizz.com)

## Unit Overview

**Content Area: English**

**Unit Title: Unit 8, Grammar**

**Grade Level: 9**

**Unit Summary: English 9 students practice proper grammar, usage, and punctuation over the course of the year. Students utilize online resources to strengthen their personal writing and grammar with practice and exercises.**

## Learning Targets

**New Jersey Student Learning Standards (Content and Technology):**

**CPI#: Statement:**

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).

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

W.9-10.6. 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.

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).

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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.

**21st Century Themes & Skills** 9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.  
problem-solving capacity of computers in our world.

● **Student Learning Standards:**  
**Technology**

**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)**

9.4.12CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

● **Computer Science and Design Thinking**  
(standard 8)

8.2.12.E.1 Demonstrate an understanding of the

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

**Interdisciplinary Connections** 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

**Intercultural Statements (Amistad, Holocaust, LGBTQ+)**

All videos and programs will contain people/characters

Lesson Name/Topic Time frame (day(s) to complete)

Lesson Objective(s)
Students will achieve 80% mastery in each grammar review through

- The Phrase 5 days of exercises, practice, and analysis

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written, oral, and online exercises
Students will achieve 80% mastery in each grammar review through written, oral, and online exercises

- The Clause 5 days of exercises, practice, and analysis

written, oral, and online exercises

- Capital letters Students will achieve 80% mastery in each

● Agreement Students will achieve 80% mastery in each grammar review through written, oral, and online exercises

- End marks Students will achieve 80% mastery in each

● Verb Use Students will achieve 80% mastery in each grammar review through written, oral, and online exercises

- Abbreviations Students will achieve 80% mastery in each

● Pronoun use Students will achieve 80% mastery in each grammar review through written, oral, and online exercises

Students will achieve 5 days of exercises, practice, and analysis 5 days

● Modifier Use Students will achieve 80% mastery in each grammar review through written, oral, and online exercises

of exercises, practice, and analysis 5 days of

● Usage Students will achieve 80% mastery in each grammar review through

exercises, practice, and analysis 5 days of

exercises, practice, and analysis 5 days of

exercises, practice, and analysis 5 days of

exercises, practice, and analysis 5 days of

exercises, practice, and analysis 5 days of

exercises, practice, and analysis

exercises, practice, and analysis 5 days of

- Commas, Semicolons, and Colons Students will achieve 80% mastery in each grammar review through

- Italics and Quotation Marks 80% mastery in each grammar review through written, oral, and online exercises

5 days of exercises, practice, and analysis

Midland Park Public Schools

written, oral, and online  
exercises

Teacher Notes: 80% mastery through IXL online exercises at grade level.

#### Additional Resources

Click links below to access additional resources used to design this

unit IXL.com