

**ROBBINSVILLE PUBLIC SCHOOLS**  
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**Department:**  
6-12 English Language Arts

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**Addendum Description**

This addendum depicts interdisciplinary connections as listed by standard and suggested example for each unit. These connections are listed for the 6-12 English Language Arts department's course

offerings and are arranged by grade level. Each table denotes the course name as well as the units that are written in the previously approved curricula documents. Any current curriculum document that lists this information by unit within its written template is included via link.

English Language Arts		
Grade 6 ELA		
Unit	Connected Standard	Example
Unit 1 - Launching the Reading & Writing Workshop: Cultivating Readers, Writers, and Classroom Community	<b>Career Ready Practice: CRP1</b> - Act as a responsible and contributing citizen and employee. <b>CRP12.</b> Work productively in teams while using cultural global competence.	Students learn how to act as responsible and contributing members of the classroom community & reading/writing workshop. Students will work together as a learning community.
Unit 2 - Becoming Careful Readers: Tracking Comprehension and Making Inferences	<b>Science: MS-ESS1-3, MS-ESS1-4</b> - Cite specific textual evidence to support analysis of science and technical texts.	Students learn how to cite specific textual evidence to support analysis of a text.
Unit 3 - Emulating Author's Craft: Writing Narrative Short Stories	<b>Social Studies: 6.2.8.d.1.b</b> - Students will learn to describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.	Students use narrative storytelling skills to construct an original short story.
Unit 4 - Digging Deeper: Becoming Fiction Analysts	<b>Science: MS-LS4-3, MS-LS4-4</b> - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Students learn how to compare and contrast different mediums that convey the same topic by reading a novel and watching a video production of the same text.
Unit 5 - Developing Research & Advocacy Skills Through Informational Reading & Writing	<b>Social Studies: 6.2.8.d.2.c</b> - Students will analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.	Students learn to write a well-organized argument/claim and support their answer with evidence from the text.

	<b>Technology: 8.1.8.A.1</b> Demonstrate knowledge of a real world problem using digital tools.	Students will use technology to exhibit their research on a current social issue.
Unit 6 - Analyzing Themes in Literature and Life	<b>Science: MS-PS2-4</b> - Write arguments focused on discipline-specific content.	Students will develop and write an argument examining a text's universal theme.
Unit 7 - Developing Your Writer's Voice: Editorials	<b>Technology: 8.1.8.D.4</b> - Assess the credibility and accuracy of digital content.	Students learn to assess the credibility and accuracy of sources found on the internet to support their editorial topic.
Unit 8 - Disrupting the Narrative: Retold Fairy Tales	<b>Social Studies: 6.2.8.d.1.b</b> - Students will learn to describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.	Students analyze various fairy tale mentor texts, which connect the the SS standard of how written and unwritten languages impacted our world in various ways.
<b>Grade 7 ELA</b>		
Unit	Connected Standard	Example
Unit 1 - Launching the Reading and Writing Workshop: Cultivating Readers, Writers, and Classroom Community	<b>Career Ready Practice: CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP12.</b> Work productively in teams while using cultural global competence.	Students learn how to act as responsible and contributing members of the classroom community & reading/writing workshop. Students will work together as a learning community.
Unit 2 - Becoming Literary Critics: Analyzing Literary Elements in Realistic Fiction & Responding to Literature	<b>Science: MS-LS4-2, MS-LS4-4</b> - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Students learn to craft explanatory writing that analyzes the texts they are reading in order to convey a specific idea about that text.
Unit 3 - The Work of Journalists: Reading & Writing Feature Articles	<b>Science: MS-ESS2-1, MS-ESS2-2, &amp; MS-ESS2-6</b> - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Students learn to integrate important and interesting text features into their feature articles.

	<b>Science: MS-LS3-1, MS-LS3-2</b> - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	Students learn how to identify key terms crucial to the topic of their feature articles and define these words for their specified audience.
Unit 4 - Futuristic Worlds: Themes in Science Fiction & Dystopian Literature	<b>Social Studies: 6.1.8.A.2.b</b> - Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.	Students learn how to analyze the role and impact of governments and how they create certain rules for their citizens.
Unit 5 - Developing a Strong Line of Reasoning: Argument Reading & Writing	<b>W.7.8; Science: MS-ESS2-5</b> - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Students learn to gather research from relevant sources, and write a well-organized argument/claim and support their answer with evidence from the text.
Unit 6 - Analyzing Setting in a Historical Context: Holocaust Book Clubs	<b>Social Studies 6.1.12.D.11.d</b> Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.	Students learn about the various perspectives of people during the time of the Holocaust through historical fiction texts; they learn how this setting affected different types of people and cultures.
Unit 7 - Poetic Devices: Reading & Writing Poetry	<b>VPA 1.3.8.D.5</b> - Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.	Students will learn to emulate works/genres of poets from various cultural periods and historical eras by creating their own art through poetry.
<b>Grade 8 ELA</b>		
Unit	Connected Standard	Example
Unit 1 - Launching the Reading and Writing Workshop: Cultivating Readers, Writers, and	<b>Career Ready Practice CRP1</b> - Act as a responsible and contributing citizen and	Students learn how to act as responsible and contributing members of the classroom

Classroom Community	employee. <b>CRP12</b> - Work productively in teams while using cultural global competence.	community & reading/writing workshop. Students will work together as a learning community.
Unit 2 - Strengthening our Literary Critic Lens: Literary Analysis Essays	<b>Science: MS-LS4-2, MS-LS4-4</b> - Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Students learn to engage effectively in collaborative discussions through book clubs.
Unit 3 - Investigating Our World: Reading Nonfiction Through a Research Lens	<b>Science: MS-LS1-3 &amp; MS-LS1-4</b> - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Students learn how to analyze nonfiction texts by identifying the author's argument, strength of evidence, and potential bias.
Unit 4 - Understanding Our World: Developing Cultural Awareness Through Refugee Stories	<b>World Language: 7.1.NH.B.5</b> - Converse on a variety of familiar topics and/or topics studied in other content areas.  <b>SS 6.1.8.D.2.b</b> - Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.	Students learn about and discuss current international issues, including the refugee crisis.  Students learn about the refugee experience through fiction and nonfiction.
Unit 5 - Using Your Voice to Advocate for Change: Reading & Writing Speeches	<b>SL.8.4 &amp; Science: MS-LS4-2 &amp; MS-LS4-4</b> - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Students learn how to research, organize, write, and present speeches to advocate for an issue.
Unit 6 - Conceptualizing One's Character: Characterization Skills & Literary Terms/ Elements	<b>HPE 2.2.8.C.1</b> - Analyze strategies to enhance character development in individual, group, and team activities.	Students learn about how authors develop characters in fiction texts and can relate this to their lives/ the world around them. Students learn to work together

		collaboratively in a book club.
Unit 7 - Developing Your Unique Identity: This I Believe Essays & Gratitude Letters	<b>Career Ready Practice CRP5</b> - Consider the environmental, social and economic impacts of decisions. <b>CRP10</b> - Plan education and career paths aligned to personal goals.	Students learn to draft personal This I Believe Essays by analyzing their personal goals, ideologies, and principles.
<b>Grade 9 ELA</b>		
Unit	Connected Standard	Example
Unit 1 - Fiction Reading Launch & Character Analysis	<b>Career Ready Practice CRP1</b> - Act as a responsible and contributing citizen and employee. <b>CRP12</b> - Work productively in teams while using cultural global competence.	Students learn how to act as responsible and contributing members of their high school English classroom community. Students will work together as a learning community.
Unit 2 - Narrative Nonfiction and Personal Essay	<b>History 6.1.12.D.9.b</b> - Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.	Students learn how to conduct research on the setting/time period of a fictional text, as well as how this can help them better understand the story. (Mentor text related to standard: <i>To Kill A Mockingbird</i> )
Unit 3 - Introduction to Drama and Argumentative Writing	<b>Technology 8.1.12.D.5</b> - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.	Students learn to write an argumentative essay addressing the gains and dangerous effects of media use on young people, using evidence and reasoning from multiple nonfiction sources.
Unit 4 - Expository Research and TED Talks	<b>Career Ready Practice CRP4</b> - Communicate clearly and effectively and with reason.	Students learn to conduct research in order to create a TED talk, which communicates a core idea of theirs through oral presentation.
<b>Grade 10 ELA</b>		
Unit	Connected Standard	Example

Unit 1 - Autobiography, Biography, Memoir, & Personal Narrative	<b>HPE 2.5.12.B.3</b> - Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.	Students learn to identify themselves as an individual through PEI Character Strengths Survey and analyze how their strengths apply to their reading habits. Students also learn to create personalized reading timelines and adhere to class requirements.
Unit 2 - Author Study: Edgar Allen Poe & Gothic Literature	<b>VPA 1.3.12.D.5</b> - Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.	Students will apply this standard to literature by identifying elements of Gothic literature and applying these elements as well as appropriate structure, style, characterization, and word choice in writing in order to create a lasting impact on their reader.
Unit 3 - Fiction & Literary Analysis	<b>Science HS-ESS1-3</b> - Communicate scientific ideas about the way stars, over their life cycle, produce elements. & <b>SL.11-12.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation	Students learn to state their theories using evidence to support their findings in a discussion based format.
Unit 4 - Historical Fiction and Informational Writing	<b>HPE 2.4.12.B.4</b> - Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.	Students will learn to analyze stories using a critical lens, being alert to stereotypes and gender lenses.
Unit 5 - Nonfiction and Argumentative Writing	<b>Technology 8.1.12.E.1</b> - 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.	Students regularly use the internet for research with a variety of purposes. After summarizing and reflecting upon their research, students will participate within Socratic seminars in order to deepen their understanding and have the opportunity to express and share their opinions.
<b>Grade 11 ELA</b>		

Unit	Connected Standard	Example
Unit 1 - Hero's Journey	<b>Technology 8.1.12.A.3</b> - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	Students learn to use digital forums to post work, receive feedback on their work, and provide feedback for others.
Unit 2 - Literary Analysis	<b>Career Ready Practice CRP4</b> - Communicate clearly and effectively and with reason.	Students learn to adhere to standard English writing conventions through executing editing choices based on authentic feedback according to peer-editing criteria.
Unit 3 - Contemporary American Controversial Issues	<b>SS 6.3 Active Citizenship in the 21st Century</b> - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.  <b>SS Critical Thinking Skills 9-12</b>	Students learn to draw conclusions about the content of an article -- the credibility, the validity, the stances -- with a clear understanding of the bias behind them.
Unit 4 - Dystopian Literature and Text-to-World Connections	<b>Technology 8.1.12.F.1</b> - Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	Students research a real world issue present within their dystopian novels, craft a thesis statement connecting the issue to the text, and compose a digital essay to present in class.
Unit 5 - Poetry and Historical Perspective (Renaissance, Seventeenth Century, and/or Romantic)	<b>VPA 1.1.12.C.1</b> - Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.	As writers, students learn to make purposeful choices about diction, syntax, mechanics, and form to convey the message of the poem.
Unit 6 - Reading and Analyzing Shakespeare	<b>VPA 1.1.12.C.2</b> - Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.	Students learn to identify character motivations to interpret a play. Students also learn to interpret staging to understand a play.



Unit 7 - Nonfiction Narratives and Writing the College Essay	<b>Career Ready Practice CRP10</b> - Plan education and career paths aligned to personal goals.	Students learn that writers must spend the time developing ideas for writing including time away from the writing piece as well as meeting deadlines. Students also learn how to use structure to develop the purpose of the college essay in equal proportion to the literary devices of setting, characterization, imagery, voice and tone.
<b>Grade 12 ELA</b>		
Unit	Connected Standard	Example
Unit 1 - Memoirs and Writing With Voice and Perspective	<b>Technology 8.1.12.A.1</b> - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	In accordance with the school-wide PEI initiative, students will continue to add to their digital PEI folder. We will encourage personal creativity and the use of various forums in order to cover different areas of interest and expression.
Unit 2 - Shakespeare and Literary Analysis	<b>VPA 1.1.12.C.2</b> - Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.	Students learn to use their knowledge about the five-act structure of a play to deepen their overall understanding of the text. Students also learn to consider the historical context of texts to further their understanding of complex texts and a text's characters.
Unit 3 - Drama and Research: Argumentative Writing	<b>HPE 2.4.12.B.4</b> - Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.	Students learn to incorporate examples and evidence of powerful archetypes from classic literature to explore yet another way gender issues are represented and reinforced in our culture. Students also research an issue that relates to gender, generating many possible topics before choosing a few to research.
Unit 4 - Poetry and Creative Writing	<b>Career Ready Practice CRP12</b> - Work productively in teams while using cultural global competence.	Students will successfully collaborate in small groups while analyzing various poems. Students will discuss symbolism in both

		small and large group activities. Students will participate in a Socratic seminar of the themes, symbols, and life questions raised by the poetry found in <i>Dead Poets' Society</i> .
Unit 5 - Short Stories and Writing Narratives	<b>World Language 7.1.IM.C.3</b> - Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.	Students learn that there are common narrative techniques which are explored by writers and used to create unique, interesting, purposeful stories. Students learn that good writers write with purpose, attention to detail, and their audience in mind.
<b>Debate</b>		
<i>Please see the following link: <a href="http://bit.ly/2XfUKuD">http://bit.ly/2XfUKuD</a></i>		
<b>Public Speaking</b>		
<i>Please see the following link: <a href="http://bit.ly/2MisnuU">http://bit.ly/2MisnuU</a></i>		
<b>Creative Writing I/II</b>		
<i>Please see the following link: <a href="http://bit.ly/2WzjbWS">http://bit.ly/2WzjbWS</a></i>		
<b>Journalism</b>		
Unit	Connected Standard	Example
Unit 1 - What is Journalism and the Importance of Freedom of the Press	<b>History 6.1.12.A.2.a</b> - Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world	Students learn how the first amendment and past legal cases can impact a journalist's writing. They will choose one famous journalist and write a letter to the curators of the Newseum in NYC explaining how they had an impact on society, gov't, etc and how the first amendment allowed him/her to do their work properly and professionally.

Unit 2 - Ethics and the Responsibilities of Journalists	<b>Technology: 8.1.12.D.1</b> - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	Students learn that journalists have a responsibility to the public to present information that is morally and ethically sound. Students will review various journalism cases where ethics were compromised. They will write a reaction paper on one of these issues.
Unit 3 - Organizing an Article	<b>Technology 8.1.12.E.1</b> - 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.	Students will choose a current issue in their school or community and write an article using both the inverted pyramid style of writing and the narrative style of writing.
Unit 4 - The Writing Process	<b>Career Ready Practice CRP4</b> - Communicate clearly and effectively and with reason.	Students will read “unedited” versions of news articles and correct them using the proper editing symbols given to them. Students will discuss and learn how the use of a common “editing language” is effective.
Unit 5 - The Feature/ Profile Article	<b>World Language 7.1.IM.C.5</b> - Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.	Students will work in small groups to assume the identity of someone from another culture visiting their city. They will make a list from various feature articles to analyze the following: Who and what do they feature? How does the article inform you about the values of your culture? What types of feature articles are missing?
Unit 6 - Opinion Writing	<b>SS 6.1 U.S. History: America in the World</b> - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and	Students will research current issues within their school or community and write an opinion piece on one issue. Next, they will take their article and survey other students, teachers etc. to find out their reaction to the piece. Finally, students will complete a small class debate on a few issues.

	global communities.	
<b>Sports Journalism</b>		
<i>Please see the following link: <a href="http://bit.ly/2Z4Sib1">http://bit.ly/2Z4Sib1</a></i>		