

BLOOMFIELD BOARD OF EDUCATION

Administration Offices

155 Broad Street

Bloomfield, NJ 07003

ELA 1: Exploring Literature and Functional Writing Curriculum Guide Grade 9 (Modified for Special Education) 2018

Prepared by:

Theresa Nevins

Salvatore Goncalves, Superintendent of Schools

Sandra Searing, Assistant Superintendent of Curriculum and Instruction

Suzanne Johnson, Supervisor of English Language Arts, 6-12

Conforms to the New Jersey Student Learning Standards

Board Approved: September 25, 2018

TABLE OF CONTENTS -

TABLE OF CONTENTS -	2
Content Area Standards	4
Technological Literacy	4
8.1 Educational Technology	4
8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming	10
21st Century Life and Careers	16
Career Ready Practices	16
Course Description	17
Adopted Text(s)	17
Adopted Resources	17
Additional Resources	17
Unit 1	18
DESIRED RESULTS	18
EVIDENCE OF STUDENT LEARNING	18
LEARNING PLAN	20
Unit 2	21
DESIRED RESULTS	21
EVIDENCE OF STUDENT LEARNING	21
LEARNING PLAN	23
Unit 3	24
DESIRED RESULTS	24
EVIDENCE OF STUDENT LEARNING	24

LEARNING PLAN	26
Unit 4	28
DESIRED RESULTS	28
EVIDENCE OF STUDENT LEARNING	28
LEARNING PLAN	30
Unit 5	32
DESIRED RESULTS	32
EVIDENCE OF STUDENT LEARNING	32
LEARNING PLAN	34

Content Area Standards

- [NJ ELA Standards](#)
- [NJ Math Standards](#)
- [NGSS](#)
- [NJ Social Studies](#)
- [NJ World Languages](#)
- [NJ Comprehensive Health and PE](#)

Technological Literacy

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.

Technology Strand (Delete what is not applicable to this Guide.)		
<ul style="list-style-type: none"> • Strand 		
K-5 Std.No.Grade.Strand.Indicator	6-8	HS

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.		
<ul style="list-style-type: none"> • Understand and use technology systems. • Select and use applications effectively and productively. 		
K-5 8.1.P.A.1	6-8 8.1.8.A.1	HS 8.1.12.A.1

<p>Use an input device to select an item and navigate the screen</p> <p>8.1.P.A.2 Navigate the basic functions of a browser.</p> <p>8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.</p> <p>8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).</p> <p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.2.A.5 Enter information into a spreadsheet and sort the information.</p> <p>8.1.2.A.6 Identify the structure and components of a database.</p>	<p>Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.</p> <p>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results</p> <p>8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.</p>	<p>Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>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.</p> <p>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.</p> <p>8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>
---	--	---

<p>8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</p> <p>8.1.5.A.5 Create and use a database to answer basic questions.</p> <p>8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.</p>		
--	--	--

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.

<p>K-5 8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.</p>	<p>6-8 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p>	<p>HS 8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p>
--	---	---

<p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>		
<ul style="list-style-type: none"> • Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. • Communicate information and ideas to multiple audiences using a variety of media and formats. • Develop cultural understanding and global awareness by engaging with learners of other cultures. • Contribute to project teams to produce original works or solve problems. 		
<p>K-5 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate</p>	<p>6-8 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.</p>	<p>HS 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.</p>

findings and present possible solutions, using digital tools and online resources for all steps.		
--	--	--

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.		
<ul style="list-style-type: none"> • Advocate and practice safe, legal, and responsible use of information and technology. • Demonstrate personal responsibility for lifelong learning. • Exhibit leadership for digital citizenship. 		
<p>K-5 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.</p> <p>8.1.5.D.1 Understand the need for and use of copyrights.</p> <p>8.1.5.D.2 Analyze the resource citations in online materials for proper use.</p> <p>8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</p> <p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p>	<p>6-8 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p>	<p>HS 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.</p> <p>8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.</p> <p>8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.</p> <p>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.</p>

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

<ul style="list-style-type: none"> Plan strategies to guide inquiry Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. 		
<p>K-5 8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	<p>6-8 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	<p>HS 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.</p> <p>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.</p>

<p>F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>		
<ul style="list-style-type: none"> Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions 		
<p>K-5 8.1.2.F.1 Use geographic mapping tools to plan and solve problems.</p>	<p>6-8 8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.</p> <p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	<p>HS 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p>

8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

<p>A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.</p> <ul style="list-style-type: none"> • The characteristics and scope of technology. • The core concepts of technology. • The relationships among technologies and the connections between technology and other fields of study. 		
<p>K-5</p> <p>8.2.2.A.1 Define products produced as a result of technology or of nature.</p> <p>8.2.2.A.2 Describe how designed products and systems are useful at school, home and work.</p> <p>8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.</p> <p>8.2.2.A.4 Choose a product to make and plan the tools and materials needed.</p> <p>8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.</p> <p>8.2.5.A.1 Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.</p> <p>8.2.5.A.2 Investigate and present factors that influence the development and function of a product and a system.</p>	<p>6-8</p> <p>8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).</p> <p>8.2.8.A.2 Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.</p> <p>8.2.8.A.3 Investigate a malfunction in any part of a system and identify its impacts.</p> <p>8.2.8.A.4 Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.</p> <p>8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.</p>	<p>HS</p> <p>8.2.12.A.1 Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.</p> <p>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.</p> <p>8.2.12.A.3 Research and present information on an existing technological product that has been repurposed for a different function.</p>

<p>8.2.5.A.3 Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.</p> <p>8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</p> <p>8.2.5.A.5 Identify how improvement in the understanding of materials science impacts technologies.</p>		
---	--	--

<p>B. Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</p> <ul style="list-style-type: none"> • The cultural, social, economic and political effects of technology. • The effects of technology on the environment. • The role of society in the development and use of technology. • The influence of technology on history. 		
<p>K-5</p> <p>8.2.2.B.1 Identify how technology impacts or improves life.</p> <p>8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.</p> <p>8.2.2.B.3 Identify products or systems that are designed to meet human needs.</p> <p>8.2.2.B.4 Identify how the ways people live and work has changed because of technology.</p> <p>8.2.5.B.1 Examine ethical considerations in the development and production of a product</p>	<p>6-8</p> <p>8.2.8.B.1 Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.</p> <p>8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system.</p> <p>8.2.8.B.3 Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.</p>	<p>HS</p> <p>8.2.12.B.1 Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.</p> <p>8.2.12.B.2 Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.</p> <p>8.2.12.B.3 Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.</p>

<p>through its life cycle.</p> <p>8.2.5.B.2 Examine systems used for recycling and recommend simplification of the systems and share with product developers.</p> <p>8.2.5.B.3 Investigate ways that various technologies are being developed and used to reduce improper use of resources.</p> <p>8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants.</p> <p>8.2.5.B.5 Explain the purpose of intellectual property law.</p> <p>8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.</p>	<p>8.2.8.B.4 Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.</p> <p>8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.</p> <p>8.2.8.B.6 Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.</p> <p>8.2.8.B.7 Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.</p>	<p>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.</p> <p>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.</p>
---	---	--

<p>C. Design: The design process is a systematic approach to solving problems.</p>		
<ul style="list-style-type: none"> • The attributes of design. • The application of engineering design. • The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving. 		
<p>K-5</p> <p>8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.</p> <p>8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.</p>	<p>6-8</p> <p>8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.</p> <p>8.2.8.C.2 Explain the need for optimization in a design process.</p> <p>8.2.8.C.3 Evaluate the function, value, and</p>	<p>HS</p> <p>8.2.12.C.1 Explain how open source technologies follow the design process.</p> <p>8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.</p>

<p>8.2.2.C.3 Explain why we need to make new products.</p> <p>8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.</p> <p>8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.</p> <p>8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem.</p> <p>8.2.5.C.1 Collaborate with peers to illustrate components of a designed system.</p> <p>8.2.5.C.2 Explain how specifications and limitations can be used to direct a product's development.</p> <p>8.2.5.C.3 Research how design modifications have lead to new products.</p> <p>8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.</p> <p>8.2.5.C.5 Explain the functions of a system and subsystems.</p> <p>8.2.5.C.6 Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.</p> <p>8.2.5.C.7 Work with peers to redesign an existing product for a different purpose.</p>	<p>aesthetics of a technological product or system, from the perspective of the user and the producer.</p> <p>8.2.8.C.4 Identify the steps in the design process that would be used to solve a designated problem.</p> <p>8.2.8.C.5 Explain the interdependence of a subsystem that operates as part of a system.</p> <p>8.2.8.C.5.a Create a technical sketch of a product with materials and measurements labeled.</p> <p>8.2.8.C.6 Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.</p> <p>8.2.8.C.7 Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.</p> <p>8.2.8.C.8 Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.</p>	<p>8.2.12.C.3 Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).</p> <p>8.2.12.C.4 Explain and identify interdependent systems and their functions.</p> <p>8.2.12.C.5 Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.</p> <p>8.2.12.C.6 Research an existing product, reverse engineer and redesign it to improve form and function.</p> <p>8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.</p>
---	---	---

D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

- Apply the design process.
- Use and maintain technological products and systems.
- Assess the impact of products and systems.

<p>K-5</p> <p>8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.</p> <p>8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.</p> <p>8.2.2.D.3 Identify the strengths and weaknesses in a product or system.</p> <p>8.2.2.D.4 Identify the resources needed to create technological products or systems.</p> <p>8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.</p> <p>8.2.5.D.1 Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.</p> <p>8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.</p> <p>8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.</p> <p>8.2.5.D.4 Explain why human-designed systems, products, and environments need to be</p>	<p>6-8</p> <p>8.2.8.D.1 Design and create a product that addresses a real world problem using a design process under specific constraints.</p> <p>8.2.8.D.2 Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.</p> <p>8.2.8.D.3 Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.</p> <p>8.2.8.D.4 Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.</p> <p>8.2.8.D.5 Explain the impact of resource selection and the production process in the development of a common or technological product or system.</p> <p>8.2.8.D.6 Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.</p>	<p>HS</p> <p>8.2.12.D.1 Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.</p> <p>8.2.12.D.2 Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.</p> <p>8.2.12.D.3 Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.</p> <p>8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.</p> <p>8.2.12.D.5 Explain how material processing impacts the quality of engineered and fabricated products.</p> <p>9</p> <p>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.</p>
--	---	--

<p>constantly monitored, maintained, and improved.</p> <p>8.2.5.D.5 Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.</p> <p>8.2.5.D.6 Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.</p> <p>8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.</p>		
--	--	--

<p>E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.</p>		
<ul style="list-style-type: none"> Computational thinking and computer programming as tools used in design and engineering. 		
<p>K-5</p> <p>8.2.2.E.1 List and demonstrate the steps to an everyday task.</p> <p>8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.</p> <p>8.2.2.E.3 Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).</p> <p>8.2.2.E.4 Debug an algorithm (i.e., correct an error).</p>	<p>6-8</p> <p>8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.</p> <p>8.2.8.E.2 Demonstrate an understanding of the relationship between hardware and software.</p> <p>8.2.8.E.3 Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.</p> <p>8.2.8.E.4 Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).</p>	<p>HS</p> <p>8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.</p> <p>8.2.12.E.2 Analyze the relationships between internal and external computer components.</p> <p>8.2.12.E.3 Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).</p> <p>8.2.12.E.4 Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).</p>

<p>8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).</p> <p>8.2.5.E.1 Identify how computer programming impacts our everyday lives.</p> <p>8.2.5.E.2 Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.</p> <p>8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.</p> <p>8.2.5.E.4 Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).</p>		
---	--	--

21st Century Life and Careers

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.

- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Course Description

ELA 9

Introduction: This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. The students learning styles and needs will push and set the pace for this course. This curriculum is aligned with both the New Jersey Student Learning Standards, the 21st century life and careers standards, Technological Literacy, and mandates set forth in the most recent adoption by the New Jersey State Board of Education in May 2016. The NJSLS demand that language arts curricula work to promote the selection of increasingly complex texts, a balanced approach to understanding fictional and informational writing, and the integration of technology into the classroom. This document ensures that all English Language Arts standards will be met over the duration of the course.

Format/Mapping/Sequence: The format in which the curriculum is written follows the parameters of *Understanding by Design*. Each course curriculum document is written as a series of units containing established goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. In addition, each document stipulates mentor/anchor texts, required tasks, and assessments. Teachers are expected to design lessons that will meet the requirements stipulated in this document; however, they are provided flexibility in how they choose to meet these demands. As well, the order of the units is a suggestion and a teacher may introduce the units as he/she feels best meets the needs of the class, keeping in mind the scaffolding of skill development suggested.

Pacing: There are 4 primary units, including a launching unit, each designating reading, writing, and speaking/listening skills with language skills embedded in reading and writing activities. Each of the units provides a suggested time frame that falls between 6 and 10 weeks, taking into consideration the time needed to differentiate for a variety of learners. “Workshop” is encouraged to be both a structure for organizing classroom instruction and a vehicle to get students more engaged and invested in content. The structure is to be used to provide students time to read, write, talk, use effective learning strategies and explore and respond to the topics and ideas they are studying. As well, it is intended to provide more time for teachers to work with individual students and for students to work with one another.

Resources: In each unit, both electronic and print resources are provided. It is the intention that teachers will be able to access the curriculum document on the district website as well as be able to add to the resources lists periodically throughout the school year. A valuable site that should be referenced in planning is <http://www.state.nj.us/education/aps/cccs/lal/>

Adopted Text(s)

N/A

Adopted Resources

The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo

The Writing Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo

Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers by Penny Kittle

Notice and Note: Strategies for Close Reading. By Kylene Beers and Robert E. Probst

Reading Nonfiction: Notice and Note Stances, Signposts, and Strategies. By Kylene Beers and Robert Probst

Falling in Love with Close Reading: Lessons for Analyzing Texts and Life. Christopher Lehman and Kate Robert

Additional Resources

Google Suite, Web 2.0 Resources, Discovery Streaming video, NewselaPro, Newsela topics or articles, NY Times Educational Resource, Hoopla (ebooks), Databases (including but not limited to Bloom's Literature Online, African American History online, and American History Online).

Unit 1

Unit #1:	Launching: Habits of Readers, Writers, and Learners
Timeframe:	6 weeks
Subject/Topic:	ELA/Launching

DESIRED RESULTS

Established Goals:

- 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.9-10.1. 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.9-10.5. 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.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic)
- W.9-10.5. 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.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
 - C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- 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.9-10.6. 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.

Educational Technology Standards

- 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..

	<ul style="list-style-type: none"> 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. <p>Career Ready Practices</p> <ul style="list-style-type: none"> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP 7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP 9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Enduring Understandings:	<ul style="list-style-type: none"> Reflecting on prior knowledge is crucial for comprehension. Writing and speaking with purpose about texts will deepen understanding. Implementing action words and literary devices through purposeful talk enables further analysis. Goal setting and establishing routines furthers academic success.
Essential Questions:	<ul style="list-style-type: none"> How can I deepen my understanding of what I am reading? What do I like to read and how do I know it? What are the systems, routines, and expectations that ensure my success as a learner?
Critical Vocabulary	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Socratic Seminar Independent Reading Turn and Talk/Partner Talks Book Talks Gallery Walk/Carousel of Knowledge Reader's Notebook Do Now Classroom/Teacher specific vocabulary for system and routines

<p>All Students Will Know and Be Able To. . .</p>	<p>Readers will know and be able to...</p> <ul style="list-style-type: none"> • Have respectful, productive conversations with teachers and peers • Identify signposts in a text and begin to use them to further their understanding • Think about, talk about, and write about ideas they encounter in texts <p>Writers will know and be able to...</p> <ul style="list-style-type: none"> • Organize and/or digitize their writing portfolios • Understand the role that writing plays in their learning • Think about, talk about, and write about the writing process and ideas they generate <p>Speakers/Listeners will know and be able to...</p> <ul style="list-style-type: none"> • Be able to share ideas clearly and respectfully disagree during discourse • Engage in large and small group discussions • Think about, talk about, and write about ideas they encounter through discussion
<h2>EVIDENCE OF STUDENT LEARNING</h2>	
<p>Formative Performance Task:</p>	<ul style="list-style-type: none"> ○ Follow models of sharing book elements with fellow students ○ Utilize speaking and listening skills to both give and receive feedback ○ Apply uses of chromebook • Socratic Seminar performance: <ul style="list-style-type: none"> ○ Come prepared for discussion with knowledge of text ○ Display skills of speaking and listening required to contribute effectively to discussion ○ Provide and receive feedback ○ Set goals for growth • Performance of necessary and routine tasks essential to the establishment of a productive working environment: <ul style="list-style-type: none"> ○ Develop effective habits for Chromebook management and care ○ Understand Google Classroom set-up, usage, and maintenance ○ Develop habits for Accountable talk (partner, small group, and whole group) ○ Contribute to the setup of workshop systems and routines ○ Reading Workshop: <ul style="list-style-type: none"> ■ Establish and maintain effective Readers notebook to include regular response to text in order to both express comprehension and understanding as well as to analyze text.

	<ul style="list-style-type: none"> ■ Provide self-reflection in both oral and written formats ■ Use feedback to set goals for growth ○ Writing Workshop: <ul style="list-style-type: none"> ■ Establish and reflect upon work habits in terms of pace within the specified genre using the writing process. ■ Develop habits for peer feedback and partner work ■ Establish a working Portfolio <p>Students will be graded individually utilizing individual IEP guidelines. The length of projects and assignments will be determined by general pace of individual students and the group as a whole.</p>
Summative Performance Task:	<ul style="list-style-type: none"> ● Book Review Talks: prepare and deliver a brief presentation (live or digital) or written piece to convince the listener to read the recommended book that includes the following: <ul style="list-style-type: none"> ○ The book title, author, and genre (mention if it is part of a series), and length (number of pages) ○ A brief summary of the book without giving away the ending (Use SWBS- see How to Give a Book Talk sheet) ○ An interesting or exciting excerpt from the book that will entice the audience to want to read your book. ○ Things your peers would connect to that may help them better understand the book (for example, other similar books, why your age group would like it, etc...) ○ A recommendation for reading <p>You will be graded using a rubric.</p>
Formal Evidence of Learning & Progress:	Reading comprehension assessments Rubrics Exit Cards Presentations Written Responses Essays Quizzes Tests Research Projects Portfolios Journals Checklists
Informal Evidence of	<ul style="list-style-type: none"> ● Rubrics

<p>Learning & Progress:</p>	<ul style="list-style-type: none"> • Feedback checklists • Exit Cards • Presentations • Reading Assessments (Oral, etc.) • Pre-Assessments • Portfolios • Journals • Checklists • Peer Review • Informal Observations/Dialogues • Think Alouds • Self-Assessment /Reflection • Student logs
<p>Model/Anchor Texts:</p>	<p>Novels</p> <ul style="list-style-type: none"> • <i>Fahrenheit 451</i> by Ray Bradbury • <i>Anthem</i> by Ayn Rand <p>Short Stories</p> <ul style="list-style-type: none"> • <i>The Pedestrian</i> by Ray Bradbury • <i>There Will Come Soft Rains</i> by Ray Bradbury • <i>Naming of Names</i> by Ray Bradbury • <i>All Summer in a Day</i> by Ray Bradbury • <i>Little Brother</i> by Bruce Holland Rogers • <i>Harrison Bergeron</i> by Kurt Vonnegut <p>Stories from Pearson “Exploring Literature” - Will be selected as appropriate to the group and individual learner.</p>
<p>Required Activities:</p>	<ul style="list-style-type: none"> • Ted Talk Video- “How To Recognize A Dystopia” by Alex Gendler <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=6a6kbU88wu0 ○ Students will respond to questions and reflect on the TedTalk video through a Google Form. ○ Students will actively engage in a discussion about what they have learned from the TedTalk

	<p>video.</p> <ul style="list-style-type: none"> • Author Study: Ray Bradbury Short Stories <ul style="list-style-type: none"> ○ Students will use Newsela.com as a resource to research information about Ray Bradbury and his Dystopian short stories ○ Students will read: <i>The Pedestrian</i>, <i>There will Come Soft Rains</i>, <i>Naming of Names</i>, and <i>All Summer In a Day</i>. ○ Students will analyze the short stories as they compare and contrast the elements in a story such as, setting, characterization, and the rules that make up each Dystopia. • Newsela Pre-reading Research Project <ul style="list-style-type: none"> ○ Students will utilize Newsela resources to facilitate their understanding of the text and to complete further research for specific assignments. ○ Students will respond to reading by annotating the text, talking with partners, and responding in their Reader's Notebooks ○ https://newsela.com/text-sets/7676/books--fahrenheit-451 • Dystopian Characteristics PowerPoint <ul style="list-style-type: none"> ○ Identify and explain the differences between a "Utopia" and a "Dystopia." ○ Students will define vocabulary terms that are associated with a Dystopian text. ○ Students will collaborate in small groups and make a list of Dystopian examples that they know of and explain what makes these examples Dystopian (This can be based on books or movies). ○ Examples and video clips of each will be provided and played for the group. ○ Students will make text to text connections as they share their examples with the class. ○ Students will collaboratively create a slides presentation to be used for a review and study guide • Argumentative/Thematic Essay <ul style="list-style-type: none"> ○ Write an essay using claim, evidence, and warrant to establish common themes from two short stories. Will be differentiated for individual student needs. ○ Edit and Revise essays using RADaR and Local/Global changes, or any other editing/revision practices. • "What Happened/What It Makes Me Think T-Chart" (13.12, pg 366). Reading Strategies by Jennifer Serravallo <ul style="list-style-type: none"> ○ Students will create double-entry journals based on the anchor text that the teacher assigned. ○ Students will log their thoughts, reactions, questions, or ideas of a given text in their Reader's Notebook. • "Back Up Ideas About Characters with Evidence" (6.6, 171). Reading Strategies by Jennifer Serravallo <ul style="list-style-type: none"> ○ Students will practice their characterization skills by using textual evidence to make an inference about a character in the text.
--	--

	<ul style="list-style-type: none"> ○ Students will explain how the quote is an example of direct or indirect characterization and how it supports their inference. ○ Students will engage in a class discussion as volunteers share their inferences and connections. ● “Write, Talk, Write” (13.15, pg 369). Reading Strategies by Jennifer Serravallo <ul style="list-style-type: none"> ○ Students will write in their Writer’s Notebook for an extended amount of time regarding the point of view from a character in the anchor text. ○ Students will consider how the Dystopian setting that they are reading about, has changed. ○ Will recall and identify any realizations that the protagonist may have about the society that he/she lives in.
Required Resources:	<ul style="list-style-type: none"> ● Teacher selected mentor texts ● Independent reading books ● Readers/Writers notebooks ● Chromebooks ● Newsela.com ● Google Suite ● Pearson Exploring Literature
Suggested Activities:	<p>(Culminating Task) Create-Your-Own-Dystopia:</p> <ul style="list-style-type: none"> ○ Apply uses of chromebook and Google Slides. ○ Project can be done in small/large groups, or individually. ○ Students will create elements of their own dystopia that has a backstory, rules/ a set of laws, setting, education, workforce, and a diary entry from a citizen in that dystopian society. ○ Incorporate different uses of technology such as images, research, and use of Google Suite. ○ Students must have a powerpoint slide for each project criteria. ○ Students will be graded on powerpoint content and presentation. <ul style="list-style-type: none"> ● (Culminating Task) Book Cover Analysis Project: <ul style="list-style-type: none"> ○ Students will research and compare a variety of book covers for Fahrenheit 451. ○ Students will analyze the covers as they identify the mood, tone, and purpose of each cover while taking into consideration the cover illustrations, text font, and color. ○ Students will create their own book cover for Fahrenheit 451 and will explain their decisions in an essay format. ○ Student projects will be graded based on a rubric.

	<ul style="list-style-type: none"> • Individual conferences and small group instruction provide opportunity for differentiation, modifications and accommodations for individual learners. <p><u>Differentiation suggestions</u></p> <ul style="list-style-type: none"> • Learn and apply self-monitoring strategies (Read/Pause/Retell/Evaluate) • Make predictions and read to discover support, setting a purpose for reading • Support students' comprehension by applying close reading strategies • Strategies for decoding and pronouncing unfamiliar words • Primary focus on completion and understanding of book talks
<p>Suggested Resources:</p>	<p><u>Student Texts</u></p> <ul style="list-style-type: none"> • <i>Uglies</i> • <i>Cinder</i> • <i>The Unwind</i> • <i>Delirium</i> • <i>Divergent</i> • <i>Article 5</i> • <i>The Maze Runner</i> • <i>The 5th Wave</i> • <i>Hunger Games</i> • <i>Legend</i> • <i>Ship Breaker</i> • <i>1984</i> • <i>Wither</i> • <i>Gone</i> • <i>Life As We Knew It</i> • <i>The Program</i> • <i>Matched</i> • <i>The Knife of Never Letting Go</i> • <i>The Forest of Hands and Teeth</i> • <i>Under the Never Sky</i> • <i>The Selection (series)</i> • <i>A Clockwork Orange</i> <p>Depending on individual learner levels a video presentation or adapted text may be utilized.</p>

Strategies for Differentiation:	<p>Readiness: small-group instruction, homework options, tiered assessments, multiple-entry points, chunking grouping of materials, test modifications/ time extensions, Structured Teaching - Step 1: I do it, Step 2: We do it, Step 3: You do it (paired), establish learning buddies, additional time for reading/writing assignments.</p> <p>Interest: choices of books, homework options, choice boards, independent studies, tiered products/activities, role play, interest-based mini-lessons.</p> <p>Learning Style: organizational options, working choice options, flexible environment, Multiple Intelligences options, offer choice of response (verbal, using numerical representations, creating a diagram), test modifications/ time extensions, Cooperative Learning (Jigsaw, Wall Walks, Frayer Model), Structured Teaching - Step 1: I do it, Step 2: We do it, Step 3: You do it (paired), additional time for reading/writing assignments, organize and dictate thoughts into tape recorder before writing.</p>

Unit 2

Unit #2:	Genre Study: Dystopian Literature
Timeframe:	8 - 10 Weeks
Subject/Topic:	ELA/Genre Study: Dystopian Literature
DESIRED RESULTS	
Established Goals:	<ul style="list-style-type: none"> • 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.9-10.3. 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. • 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. • 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). • 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. <ul style="list-style-type: none"> 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

	<p>objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <ul style="list-style-type: none"> • W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). • W.9-10.5. 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. • 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 <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> 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.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. • L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> 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.9-10.4. 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.

Educational Technology Standards

- 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.D.3 Compare and contrast policies on filtering and censorship both locally and globally.
- 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.
- 8.2.12.A.3 Research and present information on an existing technological product that has been repurposed for a different function.
- 8.2.12.B.2 Evaluate ethical considerations regarding the sustainability of environmental resources that

	<p>are used for the design, creation and maintenance of a chosen product.</p> <ul style="list-style-type: none"> 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. <p>Career Ready Practices</p> <ul style="list-style-type: none"> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP 7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP 9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Enduring Understandings:	<p>Dystopian texts are related to current, past, or future societies.</p> <ul style="list-style-type: none"> History, culture, and personal experiences shape and influence literature. Perfectionism often exists and thrives within a dystopian/utopian society until discovered by an alternative force. Literary genres and micro-genres are identified by shared usage of techniques, structures, and literary elements.
Essential Questions:	<ul style="list-style-type: none"> What literary elements make a Dystopian text? What factors/situations occur in a text to create a Dystopia? In a perfect world, which takes precedence? Equality or Equity? How can readers apply strategies to notice literary elements, techniques, and structures?
Critical Vocabulary	<p>Exposition, Rising Action, Climax, Falling Action, Resolution/Denouement, Utopia, Dystopia, Corporate Control, Technological Control, Bureaucratic Control, Philosophical Control, Religious Control, Protagonist, Antagonist, Internal Conflict, External Conflict, Internal Characterization, External Characterization, Tone, Mood, Setting, Round Character, Flat Character, Static Character, Repetition, Allegory, Imagery, Simile, Metaphor, Personification.</p>

<p>All Students Will Know and Be Able To. . .</p>	<p>Readers will know and be able to...</p> <ul style="list-style-type: none"> • Identify dystopian elements in a text and then compare/contrast it with texts from other genres. • 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 • Read increasingly complex text(s) in a variety of settings (i.e. individually, small groups, large groups, and whole class discussions). • Apply learned comprehension strategies and build stamina for independent reading. <p>Writers will know and be able to...</p> <ul style="list-style-type: none"> • Produce analytical writing on a character's point of view and the reasoning behind his/her actions • Develop a claim that Identifies the theme in a text and that uses a claim, evidence, and warrant in their writing. • Write routinely over extended time frames and shorter time frames for a range of tasks (process writing and on demand writing), purposes, and audiences. <p>Speakers/Listeners will know and be able to...</p> <ul style="list-style-type: none"> • Be able to share ideas clearly and respectfully disagree during discourse • Engage in large and small group discussions • Think about, talk about, and write about ideas they encounter through discussion
---	--

EVIDENCE OF STUDENT LEARNING

<p>Formative Performance Task:</p>	<ul style="list-style-type: none"> • Dystopian Notes: <ul style="list-style-type: none"> ◦ Apply uses of Chromebook and Google Docs ◦ Take accurate and detailed notes on characteristics and vocabulary terms relating to Dystopian texts ◦ Utilize provided resources (powerpoints, classroom documents) to align notes to content r • Socratic Seminar Performance: <ul style="list-style-type: none"> ◦ Come prepared for discussion with knowledge of text ◦ Display skills of speaking and listening required to contribute effectively to discussion ◦ Provide and receive feedback ◦ Set goals for growth • Reading Workshop: <ul style="list-style-type: none"> ◦ Maintain effective Readers notebook to include regular response to text in order to both express comprehension and understanding as well as to analyze text ◦ Provide self-reflection in both oral and written formats ◦ Use feedback to set goals for growth
------------------------------------	--

	<ul style="list-style-type: none"> • Writing Workshop: <ul style="list-style-type: none"> ○ Maintain and reflect upon work habits in terms of pace within the specified genre using the writing process ○ Develop habits for peer feedback and partner work ○ Maintain a working Portfolio. Students will be provided graphic organizers and other modifications in line with their individual IEP's.
Summative Performance Task:	<ul style="list-style-type: none"> • Writing Benchmark: <ul style="list-style-type: none"> ○ Writing Benchmark: construct an on-demand written piece in response to two readings. Apply knowledge both conventions for formal grammar/usage/mechanics and skills of literary analysis. Completed writing pieces are scored using established rubrics. Set goals for improvement according to feedback. • Book Review Talks: prepare and deliver a brief presentation (live or digital) or written piece to convince the listener to read the recommended book that includes the following: <ul style="list-style-type: none"> ○ The book title, author, and genre (mention if it is part of a series), and length (number of pages) ○ A brief summary of the book without giving away the ending (Use SWBS- see How to Give a Book Talk sheet) ○ An interesting or exciting excerpt from the book that will entice the audience to want to read your book. ○ Things your peers would connect to that may help them better understand the book (for example, other similar books, why your age group would like it, etc...) ○ A recommendation for reading • Culminating Task: Synthesize the learned elements of Dystopian literature to produce a representation of learning. See "Suggested Activities" for sample tasks. These tasks may be completed in small groups or as a class project depending on individual student needs. Students will be graded using a rubric and within consideration to their IEP.
Formal Evidence of Learning & Progress:	Rubrics Exit Cards Presentations Written Responses Essays Quizzes Tests

	Research Projects Portfolios Journals Checklists Examinations of Student Work
Informal Evidence of Learning & Progress:	Rubrics Exit Cards Presentations Reading Assessments (Oral, etc.) Pre-Assessments Portfolios Journals Checklists Peer Review Informal Observations/Dialogues Think A-louds Examinations of Student Work Self-Assessment /Reflection Add Other
LEARNING PLAN	
Required Activities:	<ul style="list-style-type: none"> • TedTalk Video- "How To Recognize A Dystopia" by Alex Gendler <ul style="list-style-type: none"> ◦ https://www.youtube.com/watch?v=6a6kbU88wu0 ◦ Students will respond to questions and reflect on the TedTalk video through a Google Form. ◦ Students will actively engage in a discussion about what they have learned from the TedTalk video. • Author Study: Ray Bradbury Short Stories <ul style="list-style-type: none"> ◦ Students will use Newsela.com as a resource to research information about Ray Bradbury and his Dystopian short stories ◦ Students will read: <i>The Pedestrian</i>, <i>There will Come Soft Rains</i>, <i>Naming of Names</i>, and <i>All Summer In a Day</i>.

- Students will analyze the short stories as they compare and contrast the elements in a story such as, setting, characterization, and the rules that make up each Dystopia.
- Newsela Pre-reading Research Project
 - Students will utilize Newsela resources to facilitate their understanding of the text and to complete further research for specific assignments.
 - Students will respond to reading by annotating the text, talking with partners, and responding in their Reader's Notebooks
 - <https://newsela.com/text-sets/7676/books--fahrenheit-451>
- Dystopian Characteristics PowerPoint
 - Identify and explain the differences between a "Utopia" and a "Dystopia."
 - Students will define vocabulary terms that are associated with a Dystopian text.
 - Students will collaborate in small groups and make a list of Dystopian examples that they know of and explain what makes these examples Dystopian (This can be based on books or movies).
 - Students will make text to text connections as they share their examples with the class.
- Argumentative/Thematic Essay
 - Write an essay using claim, evidence, and warrant to establish common themes from two short stories.
 - Edit and Revise essays using RADaR and Local/Global changes, or any other editing/revision practices.
- "What Happened/What It Makes Me Think T-Chart" (13.12, pg 366). **Reading Strategies by Jennifer Serravallo**
 - Students will create double-entry journals based on the anchor text that the teacher assigned.
 - Students will log their thoughts, reactions, questions, or ideas of a given text in their Reader's Notebook.
- "Back Up Ideas About Characters with Evidence" (6.6, 171). **Reading Strategies by Jennifer Serravallo**
 - Students will practice their characterization skills by using textual evidence to make an inference about a character in the text.
 - Students will explain how the quote is an example of direct or indirect characterization and how it supports their inference.
 - Students will engage in a class discussion as volunteers share their inferences and connections.
- "Write, Talk, Write" (13.15, pg 369). **Reading Strategies by Jennifer Serravallo**
 - Students will write in their Writer's Notebook for an extended amount of time regarding the point of view from a character in the anchor text.
 - Students will consider how the Dystopian setting that they are reading about, has changed.
 - Will recall and identify any realizations that the protagonist may have about the society that

	he/she lives in.
Required Resources:	<ul style="list-style-type: none"> • Teacher selected mentor texts • Independent reading books • Readers/Writers notebooks • Chromebooks • Newsela.com • Google Suite • Prentice Hall Literature Gold Level
Suggested Activities:	<ul style="list-style-type: none"> • (Culminating Task) Create-Your-Own-Dystopia: <ul style="list-style-type: none"> ◦ Apply uses of chromebook and Google Slides. ◦ Project can be done in small/large groups, or individually. ◦ Students will create elements of their own dystopia that has a backstory, rules/ a set of laws, setting, education, workforce, and a diary entry from a citizen in that dystopian society. ◦ Incorporate different uses of technology such as images, research, and use of Google Suite. ◦ Students must have a powerpoint slide for each project criteria. ◦ Students will be graded on powerpoint content and presentation. • (Culminating Task) Book Cover Analysis Project: <ul style="list-style-type: none"> ◦ Students will research and compare a variety of book covers for Fahrenheit 451. ◦ Students will analyze the covers as they identify the mood, tone, and purpose of each cover while taking into consideration the cover illustrations, text font, and color. ◦ Students will create their own book cover for Fahrenheit 451 and will explain their decisions in an essay format. ◦ Student projects will be graded based on a rubric. • Individual conferences and small group instruction provide opportunity for differentiation, modifications and accommodations for individual learners. <p><u>Differentiation suggestions</u></p> <ul style="list-style-type: none"> • Learn and apply self-monitoring strategies (Read/Pause/Retell/Evaluate) • Make predictions and read to discover support, setting a purpose for reading • Support students' comprehension by applying close reading strategies • Strategies for decoding and pronouncing unfamiliar words • Primary focus on completion and understanding of book talks

	<ul style="list-style-type: none"> • Introduction and preparation for Socratic Seminar • Students encouraged to select a book for Reading Workshop from the AP reading list within the unit of study • Write frequent analytical reader response entries • Utilize response in preparation for seminar • Students will be grouped according to individual needs. • Assignments will be adapted as required for individual students
Suggested Resources:	<p><u>Student Texts</u></p> <ul style="list-style-type: none"> • <i>Uglies</i> • <i>Cinder</i> • <i>The Unwind</i> • <i>Delirium</i> • <i>Divergent</i> • <i>Article 5</i> • <i>The Maze Runner</i> • <i>The 5th Wave</i> • <i>Hunger Games</i> • <i>Legend</i> • <i>Ship Breaker</i> • <i>1984</i> • <i>Wither</i> • <i>Gone</i> • <i>Life As We Knew It</i> • <i>The Program</i> • <i>Matched</i> • <i>The Knife of Never Letting Go</i> • <i>The Forest of Hands and Teeth</i> • <i>Under the Never Sky</i> • <i>The Selection (series)</i> • <i>A Clockwork Orange</i> <p><u>Professional Resources</u></p> <ul style="list-style-type: none"> • <i>Notice and Note: Strategies for Close Reading</i> by Kylene Beers and Robert E. Probst • <i>The Reading Strategies Book</i> by Jennifer Serravallo

	<ul style="list-style-type: none"> • <i>The Writing Strategies Book</i> by Jennifer Serravallo • <i>Amplify: Digital Teaching and Learning in the K-6 Classroom</i> by Katie Muhtaris and Kristin Ziemke • <i>Disrupting Thinking</i> by Kyleene Beers and Robert Probst • <i>Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers</i> by Penny Kittle
Strategies for Differentiation:	<p>Readiness: small-group instruction, homework options, tiered assessments, multiple-entry points, chunking grouping of materials, test modifications/ time extensions, Structured Teaching - Step 1: I do it, Step 2: We do it, Step 3: You do it (paired), establish learning buddies, additional time for reading/writing assignments.</p> <p>Interest: choices of books, homework options, choice boards, independent studies, tiered products/activities, role play, interest-based mini-lessons.</p> <p>Learning Style: organizational options, working choice options, flexible environment, Multiple Intelligences options, offer choice of response (verbal, using numerical representations, creating a diagram), test modifications/ time extensions, Cooperative Learning (Jigsaw, Wall Walks, Frayer Model), Structured Teaching - Step 1: I do it, Step 2: We do it, Step 3: You do it (paired), additional time for reading/writing assignments, organize and dictate thoughts into tape recorder before writing.</p>

Unit 3

Unit #3:	Civil Liberties: Historical Fiction
Timeframe:	8 - 10 Weeks
Subject/Topic:	ELA/Civil Liberties: Historical Fiction

DESIRED RESULTS

Established Goals:

- 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
- 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.9-10.9. 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.
- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - E. Provide a concluding paragraph or section that supports the argument presented.
- W.9-10.7. 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]”).
 - B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., “Delineate 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 fallacious reasoning”).
 - 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.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
 - L.9-10.5. 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.

Educational Technology Standards

- 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.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
- 8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.

	<ul style="list-style-type: none"> • 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.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers. • 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.C.4 Explain and identify interdependent systems and their functions. <p>Career Ready Practices</p> <ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP9. Model integrity, ethical leadership and effective management. • CRP10. Plan education and career paths aligned to personal goals. • CRP11. Use technology to enhance productivity.
Enduring Understandings:	<ul style="list-style-type: none"> • As people prepare to become members of society, they will encounter multiple perspectives that will require judgment and scrutiny. • Good readers compare, infer, synthesize, and make connections (text-to-text, text-to-world, text-to-self) to make text personally relevant and useful. • Literary genres and micro-genres are identified by shared usage of techniques, structures, and literary elements.
Essential Questions:	<ul style="list-style-type: none"> • How does a speaker’s personal history affect his/her point of view? • What role does character motivation have in driving the plot and how does it affect the outcome of the story?

	<ul style="list-style-type: none"> • How do readers construct meaning from text? • How can readers apply strategies to notice literary elements, techniques, and structures?
Critical Vocabulary	Exposition, Rising Action, Climax, Falling Action, Resolution/Denouement, Protagonist, Antagonist, Internal Conflict, External Conflict, Internal Characterization, External Characterization, Tone, Mood, Setting, Round Character, Flat Character, Static Character, Repetition, Allegory, Imagery, Simile, Metaphor, Personification.
All Students Will Know and Be Able To. . .	<p>Readers will know and be able to...</p> <ul style="list-style-type: none"> • Analyze primary source documents to develop understanding of the historical aspects of the text. • Read increasingly complex text(s) in a variety of settings (i.e. individually, small groups, large groups, and whole class discussions). • Apply learned comprehension strategies and build stamina for independent reading. <p>Writers will know and be able to...</p> <ul style="list-style-type: none"> • Gather relevant information from primary and secondary sources to explore various theories in academic literature and writing. • Write routinely over extended time frames and shorter time frames for a range of tasks (process writing and on demand writing), purposes, and audiences. <p>Speakers/Listeners will know and be able to...</p> <ul style="list-style-type: none"> • Be able to share ideas clearly and respectfully disagree during discourse • Engage in large and small group discussions • Think about, talk about, and write about ideas they encounter through discussion

EVIDENCE OF STUDENT LEARNING

Formative Performance Task:	<ul style="list-style-type: none"> • Socratic Seminar performance: <ul style="list-style-type: none"> ○ Come prepared for discussion with knowledge of text ○ Display skills of speaking and listening required to contribute effectively to discussion ○ Provide and receive feedback ○ Set goals for growth • Reading Workshop: <ul style="list-style-type: none"> ○ Maintain effective Readers notebook to include regular response to text in order to both express comprehension and understanding as well as to analyze text. ○ Provide self-reflection in both oral and written formats ○ Use feedback to set goals for growth
-----------------------------	--

	<ul style="list-style-type: none"> • Writing Workshop: <ul style="list-style-type: none"> ◦ Maintain and reflect upon work habits in terms of pace within the specified genre using the writing process. ◦ Develop habits for peer feedback and partner work ◦ Maintain a working Portfolio • Book Talk: <ul style="list-style-type: none"> ◦ Follow models of sharing book elements with fellow students ◦ Utilize speaking and listening skills to both give and receive feedback ◦ Apply uses of chromebook
Summative Performance Task:	<ul style="list-style-type: none"> • Writing Benchmark: construct an on-demand written piece in response to two readings. Apply knowledge both conventions for formal grammar/usage/mechanics and skills of literary analysis. Completed writing pieces are scored using established rubrics. Set goals for improvement according to feedback. • Book Review Talks: prepare and deliver a brief presentation (live or digital) or written piece to convince the listener to read the recommended book that includes the following: <ul style="list-style-type: none"> ◦ The book title, author, and genre (mention if it is part of a series), and length (number of pages) ◦ A brief summary of the book without giving away the ending (Use SWBS- see How to Give a Book Talk sheet) ◦ An interesting or exciting excerpt from the book that will entice the audience to want to read your book. ◦ Things your peers would connect to that may help them better understand the book (for example, other similar books, why your age group would like it, etc...) ◦ A recommendation for reading • Process Writing: Literary Analysis Paper - See "Suggested Activities" for sample tasks. Projects will be designed for individual students as per their IEP
Formal Evidence of Learning & Progress:	Rubrics Exit Cards Presentations Written Responses Essays Quizzes Tests Research Projects Portfolios Journals

	Checklists Examinations of Student Work
Informal Evidence of Learning & Progress:	Rubrics Exit Cards Presentations Reading Assessments (Oral, etc.) Pre-Assessments Portfolios Journals Checklists Peer Review Informal Observations/Dialogues Think A-louds Examinations of Student Work Self-Assessment /Reflection Student logs
LEARNING PLAN	
Required Activities:	Novels <ul style="list-style-type: none"> • <i>To Kill a Mockingbird</i> Non-fiction <ul style="list-style-type: none"> • Excerpts from Black Boy, Richard Wright Poetry <ul style="list-style-type: none"> • Langston Hughes <i>Supplemental</i> <ul style="list-style-type: none"> • MLK's I Have A Dream • Excerpt from Rosa Parks' My Story
Required	<ul style="list-style-type: none"> • Students will participate in shared reading with mentor texts and apply skills and strategies during

Resources:	<p>independent reading.</p> <ul style="list-style-type: none"> ● Newsela Pre-reading Research Project <ul style="list-style-type: none"> ○ Students will utilize Newsela resources to facilitate their understanding of the text and to complete further research for specific assignments. ● Literary Analysis Research Paper <ul style="list-style-type: none"> ○ Students will use a variety of techniques such as close-reading, patterns, annotations, lenses etc. to analyze a text. ○ Students will then utilize research from scholarly journals and articles on various databases that align with or challenge their analysis thus far. ○ Students will then use those techniques along with their formal writing skills to compose a literary analysis research paper using secondary sources from databases as support for their claims. ○ Writing Strategies by Jennifer Serravallo <ul style="list-style-type: none"> ■ “Ask Yourself Questions (and Then Answer Them) (3.28) ■ “Their Topic, Your Idea” (4.13) ■ “Experimental Draft to Find Focus” (4.23) ■ “Outline, Re-outline, Outline Again” (5.24) ■ “Let Available Sources Steer Your Focus” (4.24) ■ ““Omit Needless Words” (7.31) ■ “Accentuate the Positive” (9.33) ■ “Rephrase for Clarity” (9.34) ■ “Code the Text” (10.17) ■ “Changes and Choices” (10.19) ● Historical Timeline Activity <ul style="list-style-type: none"> ○ Students will study historical figures in the same period of literary texts read in class and then will do a comparison activity through the use of a timeline. ● Dream Poem <ul style="list-style-type: none"> ○ Students will use their historical timeline to create a reflection and response poem on the dreams that individuals once had and how those dreams are similar/different from those people have in today’s society. ○ Students will use literary devices such as simile, metaphor, anaphora, repetition, consonance, etc. to enhance the quality of their poem. ● Exploring Literature- Pearson
Suggested Activities:	<p><u>Informational Writing Task:</u></p> <ul style="list-style-type: none"> ● Students will complete in depth annotations to accompany their timeline activities.

	<p>Individual conferences and small group instruction provide opportunity for differentiation, modifications and accommodations for individual learners.</p> <p><u>Differentiation suggestions</u></p> <ul style="list-style-type: none"> • Learn and apply self-monitoring strategies (Read/Pause/Retell/Evaluate) • Make predictions and read to discover support, setting a purpose for reading • Support students' comprehension by applying close reading strategies • Strategies for decoding and pronouncing unfamiliar words • Primary focus on completion and understanding of book talks • Introduction and preparation for Socratic Seminar • Students encouraged to select a book for Reading Workshop from the AP reading list within the unit of study • Write frequent analytical reader response entries • Utilize response in preparation for seminar
<p>Suggested Resources:</p>	<ul style="list-style-type: none"> • <i>Memoirs of a Geisha</i> • <i>Ashes trilogy</i> • <i>Fallen Angels</i> • <i>The Kite Runner</i> • <i>Sold*</i> • <i>Aristotle and Dante Discover the Universe</i> • <i>The Absolutely True Diary of a Part Time Indian</i> • <i>The Secret Life of Bees</i> • <i>The Reader</i> • <i>The Help</i> • <i>A Fine Balance</i> • <i>A Tree Grows in Brooklyn</i> <p>Professional Resources:</p> <ul style="list-style-type: none"> • <i>Notice and Note: Strategies for Close Reading</i> by Kylene Beers and Robert E. Probst • <i>The Reading Strategies Book</i> by Jennifer Serravallo • <i>The Writing Strategies Book</i> by Jennifer Serravallo

	<ul style="list-style-type: none"> • <i>Amplify: Digital Teaching and Learning in the K-6 Classroom</i> by Katie Muhtaris and Kristin Ziemke • <i>Disrupting Thinking</i> by Kylene Beers and Robert Probst • <i>Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers</i> by Penny Kittle
Strategies for Differentiation:	<p>Readiness: small-group instruction, homework options, tiered assessments, multiple-entry points, chunking grouping of materials, test modifications/ time extensions, Structured Teaching - Step 1: I do it, Step 2: We do it, Step 3: You do it (paired), establish learning buddies, additional time for reading/writing assignments.</p> <p>Interest: choices of books, homework options, choice boards, independent studies, tiered products/activities, role play, interest-based mini-lessons.</p> <p>Learning Style: organizational options, working choice options, flexible environment, Multiple Intelligences options, offer choice of response (verbal, using numerical representations, creating a diagram), test modifications/ time extensions, Cooperative Learning (Jigsaw, Wall Walks, Frayer Model), Structured Teaching - Step 1: I do it, Step 2: We do it, Step 3: You do it (paired), additional time for reading/writing assignments, organize and dictate thoughts into tape recorder before writing.</p>

Unit 4

Unit #4:	Mirrors and Windows: Exploring Memoirs and Other Genres
Timeframe:	8 - 10 Weeks
Subject/Topic:	ELA/Mirrors and Windows: Exploring Memoirs, Nonfiction, and other genres
DESIRED RESULTS	
Established Goals:	<ul style="list-style-type: none"> • 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. • RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. • RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. • RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. • RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. • W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> ● W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ● W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. ● W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. ● W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). ● W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. ● 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.
--	--

	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. • SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. • SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. • SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. • SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. • SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. <p>Educational Technology Standards</p> <ul style="list-style-type: none"> • 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.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
--	--

	<p>Career Ready Practices</p> <ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP9. Model integrity, ethical leadership and effective management. • CRP11. Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence.
Enduring Understandings:	<ul style="list-style-type: none"> • Our memories, both collective and individual, help shape our identities and thus form our basis for understanding and experiencing the world. • Reading and writing leads to a deeper understanding of ourselves, our world, and our role within the world. • Identity is a social and historical construct. We learn about our own identity and the identity of others through interactions with family, peers, organizations, institutions, media and other connections we make in our everyday life. • Literary genres and micro-genres are identified by shared usage of techniques, structures, and literary elements.
Essential Questions:	<ul style="list-style-type: none"> • How do our memories, both collective and individual, shape how we experience our world? • What makes an identity? • What happens when different parts of one's identity are in conflict with each other or the world at large? • How can readers apply strategies to notice literary elements, techniques, and structures?
Critical Vocabulary	<p>Exposition, Rising Action, Climax, Falling Action, Resolution/Denouement, Protagonist, Antagonist, Internal Conflict, External Conflict, Internal Characterization, External Characterization, Tone, Mood, Setting, Round Character, Flat Character, Static Character, Repetition, Allegory, Imagery, Simile, Metaphor, Personification, Symbolism, Flashback.</p>

<p>All Students Will Know and Be Able To. . .</p>	<p>Readers will know and be able to...</p> <ul style="list-style-type: none"> 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. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work. Read increasingly complex text(s) in a variety of settings (i.e. individually, small groups, large groups, and whole class discussions). Apply learned comprehension strategies and build stamina for independent reading. <p>Writers will know and be able to...</p> <ul style="list-style-type: none"> Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. Utilize their personal experiences from their communities, cultures, and histories to construct a narrative essay that promotes voice (code-switching), word choice, and audience engagement. Write routinely over extended time frames and shorter time frames for a range of tasks (process writing and on demand writing), purposes, and audiences. <p>Speakers/Listeners will know and be able to...</p> <ul style="list-style-type: none"> Share ideas clearly and respectfully disagree during discourse Engage in large and small group discussions Think about, talk about, and write about ideas they encounter through discussion
---	---

EVIDENCE OF STUDENT LEARNING

<p>Formative Performance Task:</p>	<ul style="list-style-type: none"> Socratic Seminar Performance: <ul style="list-style-type: none"> Come prepared for discussion with knowledge of text Display skills of speaking and listening required to contribute effectively to discussion Provide and receive feedback Set goals for growth Reading Workshop: <ul style="list-style-type: none"> Maintain effective Readers notebook to include regular response to text in order to both express comprehension and understanding as well as to analyze text. Provide self-reflection in both oral and written formats Use feedback to set goals for growth Writing Workshop: <ul style="list-style-type: none"> Maintain and reflect upon work habits in terms of pace within the specified genre using the writing process. Develop habits for peer feedback and partner work
------------------------------------	--

	<ul style="list-style-type: none"> ○ Maintain a working Portfolio ● Book Talk: <ul style="list-style-type: none"> ○ Follow models of sharing book elements with fellow students ○ Utilize speaking and listening skills to both give and receive feedback ○ Apply uses of chromebook Will vary depending on IEP
Summative Performance Task:	<ul style="list-style-type: none"> ● Book Review Talks: prepare and deliver a brief presentation (live or digital) or written piece to convince the listener to read the recommended book that includes the following: <ul style="list-style-type: none"> ○ The book title, author, and genre (mention if it is part of a series), and length (number of pages) ○ A brief summary of the book without giving away the ending (Use SWBS- see How to Give a Book Talk sheet) ○ An interesting or exciting excerpt from the book that will entice the audience to want to read your book. ○ Things your peers would connect to that may help them better understand the book (for example, other similar books, why your age group would like it, etc...) ○ A recommendation for reading ● Process Writing: Narrative. Develop, craft, and produce a personal narrative based on elements of narrative writing established through the unit. Will vary depending on IEP
Formal Evidence of Learning & Progress:	Rubrics Exit Cards Presentations Written Responses Essays Quizzes Tests Research Projects Portfolios Journals Checklists Examinations of Student work
Informal Evidence of Learning &	Rubrics Exit Cards

Progress:	Presentations Reading Assessments (Oral, etc.) Pre-Assessments Portfolios Journals Checklists Peer Review Informal Observations/Dialogues Think A-louds Examinations of Student Work Self-Assessment /Reflection
LEARNING PLAN	
Model/Anchor Texts	Texts <ul style="list-style-type: none"> • The Glass Castle • Brown Girl Dreaming • Persepolis Short Stories Poems Non-Fiction Other <ul style="list-style-type: none"> • “Before Hip Hop Was Hip Hop”
Required Resources:	<ul style="list-style-type: none"> • Teacher selected mentor texts • Independent reading books • Readers/Writers notebooks • Chromebooks • Exploring Literature-Pearson
Required Activities:	<ul style="list-style-type: none"> • Students will participate in shared reading with mentor texts and apply skills and strategies during independent reading.

- Newsela Pre-reading Research Project
 - Students will read about a young girl's effort to create windows and mirrors for her community <https://newsela.com/articles/marley-dias-1000blackgirlbooks/id/31206/>
 - Students will read excerpts from Harriet Jacobs' slave narrative <https://newsela.com/articles/primary-source-harriet-jacobs-childhood/id/22006/>
 - Students will respond to reading by annotating the text, talking with partners, and responding in their Reader's Notebooks
- Every Single Word: Students will get inspired by this [Tumblr](#) site to edit their favorite films or TV shows and highlight the lack of diversity around race, class, gender or sexuality. Modified assignment: watch and account for the minutes of dialogue and screen time for different types of characters. For discussion:
 - What do you observe about the differences in screen time allotted to different groups?
 - How do different amounts of screen time reflect on or impact the way audiences might understand the different groups represented?
 - How would you characterize the representations of the groups that have the most screen time? the least screen time? (taken from criticalmediaproject.org)
- Narrative Essay: Students will formulate an idea, draft, develop, and polish a narrative essay.
 - "Silence the 'It's No Good' Voice" (2.10)
 - "Stuck With Writing? Read." (2.16)
 - "Write to Vent, Then Turn to Your Project" (2.26)
 - "If It Could Go on Facebook, You Can Jot It in a Notebook" (3.27)
 - "Person vs. Nature" (3.35)
 - "Defining Moments" (3.37)
 - "Zoom in on a Moment of Importance" (4.6)
 - "Write the Bones..." (5.39)
 - "Leading with Contrast" (5.40)
 - "Weave in Symbolism" (6.44)
 - "Clue in a Reader to the Past (Flashback)" 6.45
 - "Rewrite a Line (Again and Again and Again)" (7.26)
 - "Omit Needless Words" (7.31)
 - "Accentuate the Positive" (9.33)
 - "Rephrase for Clarity" (9.34)
 - "Code the Text" (10.17)
 - "Changes and Choices" (10.19)
 - *The Writing Strategies Book* by Jennifer Serravallo
- Students will continue work in Reading Workshop as they learn more about themselves as readers, increasing engagement, stamina, and focus; and increasing their reading rate and ability to choose

	<p>books they enjoy reading.</p> <ul style="list-style-type: none"> ○ “Reflect on the Past and Plan for the Future” (2.20) ○ “You’ve Got to ‘Get It’ to be Engaged” (2.21) ○ “Buzz About Books” (2.22) ○ “Hear the Story” (2.27) ○ <i>The Reading Strategies Book</i> by Jennifer Serravallo <ul style="list-style-type: none"> ● Students will work to improve the writing they do about their reading in their reading notebooks <ul style="list-style-type: none"> ○ Using lessons from Jennifer Serravallo’s <i>The Reading Strategies Book</i>, (p. 350-377) teachers will guide students to improve the writing they do about their reading (see p. 352 for additional resources) ○ Teacher will choose an anchor text to use as students work through these lessons
<p>Suggested Resources:</p>	<p>Texts</p> <ul style="list-style-type: none"> ● <i>Kaffir Boy</i> ● <i>Maus</i> (graphic novel) ● <i>Persepolis</i> (graphic novel) ● <i>March</i> trilogy (graphic novel) ● <i>Funny in Farsi</i> ● <i>Rockin’ the Boat: (short stories)</i> ● <i>Terrible Typhoid Mary: A True Story Of The Deadliest Cook In America</i> ● <i>Angela’s Ashes</i> ● <i>A Long Way Gone: Memoirs of a Boy Soldier</i> ● <i>A Long Way Home</i> (the 2017 movie <i>Lion</i> is based on this book) ● <i>In the Country We Love: My Family Divided</i> ● <i>Night</i> ● <i>Unbroken</i> ● <i>Black Boy</i> ● <i>This Boy’s Life</i> ● <i>A House of My Own: Stories from My Life</i> ● <i>Born a Crime: Stories from a South African Childhood</i> ● <i>Tuesday’s With Morrie</i> ● “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh <p>Professional Resources</p> <ul style="list-style-type: none"> ● http://www.criticalmediaproject.org/resources/class-activities/ ● https://nationalseedproject.org/images/documents/Resources_and_Strategies.pdf

	<ul style="list-style-type: none"> • <i>Notice and Note: Strategies for Close Reading</i> by Kyleene Beers and Robert E. Probst • <i>The Reading Strategies Book</i> by Jennifer Serravallo • <i>The Writing Strategies Book</i> by Jennifer Serravallo • <i>Amplify: Digital Teaching and Learning in the K-6 Classroom</i> by Katie Muhtaris and Kristin Ziemke • <i>Disrupting Thinking</i> by Kyleene Beers and Robert Probst • <i>Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers</i> by Penny Kittle
Strategies for Differentiation:	<p>Readiness: small-group instruction, homework options, tiered assessments, multiple-entry points, chunking grouping of materials, test modifications/ time extensions, Structured Teaching - Step 1: I do it, Step 2: We do it, Step 3: You do it (paired), establish learning buddies, additional time for reading/writing assignments.</p> <p>Interest: choices of books, homework options, choice boards, independent studies, tiered products/activities, role play, interest-based mini-lessons.</p> <p>Individual student needs will be addressed as per their IEPs.</p> <p>Learning Style: organizational options, working choice options, flexible environment, Multiple Intelligences options, offer choice of response (verbal, using numerical representations, creating a diagram), test modifications/ time extensions, Cooperative Learning (Jigsaw, Wall Walks, Frayer Model), Structured Teaching - Step 1: I do it, Step 2: We do it, Step 3: You do it (paired), additional time for reading/writing assignments, organize and dictate thoughts into tape recorder before writing.</p>

