

**Summit Public Schools
Summit, New Jersey**

**Summit High School
Grade 9 / English
Length of Course: Full Year**

English I

Course Description:

English I provides students with skills and experiences to communicate effectively through written and oral language and to develop a personal voice as a writer and participant in the classroom. Students will read a variety of texts pertaining to the idea that life is a metaphorical journey fraught with obstacles to be transcended and epiphanies to be revealed. Students will discover that language is a dynamic instrument for learning and reflection. They will analyze how word choice and structure shape meaning and tone in narrative texts. Students will also produce narrative and expository writing pieces that are developed by organized writing techniques. Furthermore, students will have opportunities to prepare and participate in more formal presentations, such as speeches, panel discussions, and debates, while adapting speech to a variety of contexts and communicative tasks. Development of vocabulary, research, and study skills will empower students to become more articulate consumers and producers of language. Students will acquire and apply 21st century skills in technology and media as well as global literacy as part of the curriculum.

Anchor Standard—Reading:

Text Complexity and the Growth of Comprehension

Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure:

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

10. Read and comprehend complex literary and informational texts independently and proficiently.

Big Ideas: Course Objectives / Content Statement(s)

- Identifying themes: coming of age, loss of innocence, personal identity, place in society, life as a metaphorical journey
- Comprehension and critical analysis

<ul style="list-style-type: none"> • Examining the writer's shaping of text • Identifying the cultural, historical, and psychological contexts of a passage 	
Essential Questions What provocative questions will foster inquiry, understanding, and transfer of learning?	Enduring Understandings What will students understand about the big ideas?
<ul style="list-style-type: none"> • What is a literary work's theme and how can a student identify it? • What can authors do in their writing to get their point across? • Why and how should a reader make inferences? • Why and how do authors move the plot of a story? • In what ways does an author's choice of literary form reinforce the author's message? • In what way can an author's purpose be conveyed through the characters in the text? • In whose perspective is the work written and how do those perspectives reinforce the author's message? • How do film directors translate traditional literary techniques into visual techniques? • What trends can be seen in relevant quantitative data, such as charts and graphs, and how do those trends add to the study of a literary work? • What should readers look for when examining two or more texts that explore similar subjects? • What do readers do when they don't understand? 	Students will understand that... <ul style="list-style-type: none"> • Careful readers can trace patterns and reoccurring ideas to identify central themes during and at the end of a text • Good readers analyze figurative language, DIDLS (diction, imagery, details, language, syntax), and narrative structure in order to identify the author's purpose • Inferences should be made since authors rarely state their messages explicitly. Inferences can be made by synthesizing relevant details and making a reasonable conjecture. • Authors move the plot in order to show how a character has developed in response to a conflict. Conflicts are also useful in retaining a reader's attention. Movement in a literary work is created when an author builds up to a future conflict that is then directly addressed by a protagonist and finally resolved. • Authors choose a literary form to suit the purpose of their writing • Authors can choose to depict characters in a negative or positive light to influence the reader's understanding and evaluation of the author's message • A literary work is rarely objective; the perspective in which the story is told might result in biased storytelling; multiple perspectives can be presented to stimulate conflict • Film directors use specific techniques, much like authors, to communicate a message. These techniques might include motifs, lighting, setting, costumes, selection of actors, and props • Quantitative data can tell a story about the time period in which an author is writing that influenced the author's perspective. Data can also help readers understand and visualize the setting and the work's characters and their motives • Good readers look for nuances within texts that elaborate on similar topics; readers can focus on differences in time periods and how those periods

	<p>might have affected the author, differences in cultural perspectives, etc.</p> <ul style="list-style-type: none"> • Readers can follow several strategies when they don't understand the text or when they're losing focus: visualize, ask questions, make connections, summarize, and look for patterns. Be an active reader.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Craft and Structure</p> <p>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</p>	<p>Instructional Focus: Analyzing how complex characters develop over the course of a text.</p> <p>Sample activities and assessments for <i>Speak</i></p> <p>Activity #1: Students will practice interpreting charts and graphs that relate to themes seen in <i>Speak</i>. After completing the novel, students will look at two diagrams: the five stages of grief and the cycle of depression. They will work in groups to chart Melinda's struggle with depression and her grief using the two diagrams. Students will then engage in a deeper study of depression by looking at charts showing the change in depression rates over the last few decades; charts showing depression rates among different sexes; maps showing depression rates across the country; tables showing treatment options; surveys that reveal rates undiagnosed depression. After studying the data, students will work in groups to compose a paragraph that connects the graphs to Melinda.</p> <p>Rationale: Students will practice interpreting data and integrating it with their understanding of the main character; students' understanding of character development will be enhanced with the two diagrams; students will get a real-world understanding of the theme of depression and the internal conflict that Melinda struggles with throughout the text.</p> <p>Activity #2: Tracing motifs in Laurie Halse Anderson's <i>Speak</i>: Students will create a motif chart tracing the development of motifs throughout the book, while analyzing what the motifs reveal about Melinda's state of mind throughout the story. Students will create one chart for each of the four quarters, and each chart will include one example of each of the four motifs (lips/mouth, mirrors/glass, predator vs. prey, trees). Students must find one quote</p>

<p>time and place; how it sets a formal or informal tone).</p> <p>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).</p> <p>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.</p> <p>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).</p> <p>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).</p> <p>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.</p>	<p>that mentions each motif, draw the motif as it is described in the quote, and analyze the quote. By the end of the book, students will look at the four charts (one per marking period) and craft a thesis statement explaining how one or more motifs develop a particular aspect of Melinda's development.</p> <p>Rationale: Students will be working in groups to identify figurative language and character development. Students will practice citing and analyzing textual evidence to support their points. Students will also practice identifying patterns. Students will also practice identifying imagery and demonstrate their understanding of imagery through their drawings. Students will synthesize textual evidence into a debatable and tenable thesis statement.</p> <p>Summative assessment option #1: Students can use motif charts to write an essay explaining how the author uses literary devices, including motifs, to unfold Melinda's resolution of internal and/or external conflicts throughout the text.</p> <p>Summative assessment option #2: Students will watch the film adaptation of <i>Speak</i> and choose three visual elements (e.g. lighting, costumes, facial expressions, setting) to trace throughout the film. Using their observations, students will write an essay analyzing and evaluating one of the three visual elements and how it traces Melinda's resolution of conflicts.</p>
<p>Integration of Knowledge and Ideas</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p>	<p>Rationale: Students will study a visual adaptation of a novel to compare literary and visual devices. Students will also evaluate the director's decisions in her representation of Melinda's journey to regain her voice.</p> <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Psychology: Stages of grief and cycle of depression • Health: Mental health (depression) • Mathematics: Interpreting quantitative data on depression • Arts: Translating text into image in the motif chart <p>Media Literacy Integration: Students view and compare the characterization as it is presented through language in the novel to the film adaptation of the text, focusing on visual imagery, dialogue and character action.</p>

<p>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.</p>	<p>Instructional Focus: Understanding classical forms of literature (epic poem)</p>
<p>Range of Reading and Level of Text Complexity</p>	<p>Activities and Assessments for The Odyssey</p>
<p>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.</p>	<p>Project: Writing epic poems in the style of <i>The Odyssey</i>: After completing <i>The Odyssey</i>, students will create their own epic poem. Students will show their understanding and application of the elements of an epic poem, including the evocation of a muse, the presence of a hero, gods and goddesses, and other supernatural figures, and national values embodied in the hero to create a journey with four stops that each reveal a national value and a final outcome that affects the hero's community. Students will have the option to recite their poem to the class.</p>
<p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p>	<p>Rationale: Students will be practicing the highest form of Bloom's Taxonomy by recreating the epic poem form. Students will also be demonstrating their understanding of the theme of values by applying their personal understandings of the theme to their works. By doing this project, students will also understand how the epic poem form is conducive to communicating a culture's values. The students' recitation of the poem reflects the practice of oral storytelling by bards in ancient Greece.</p> <p>Technology Integration: Students will develop Google Slides presentations that will provide visual representations of each of the four stops in their poems. This presentation would be the backdrop to their recitation of the poem.</p> <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • World History: Learning about ancient Greek values and storytelling • Sociology: Examining the values of a community • Anthropology: Examining the values of ancient culture <p>Culturally Responsive Teaching: Students are encouraged to research and incorporate elements of hero tales from different cultures, including their own into the poems they create.</p> <p>Global perspectives: To prepare for the epic poem assignment, students will learn about ancient Greek values and consider how they compare to their personal values. Students will</p>

	<p>also consider how their community's values reflect their personal values, and how these values connect to or reflect larger national values.</p> <p>Instructional Focus: Identifying and analyzing theme in a text</p> <p>Project for <i>Julius Caesar</i> and <i>Ender's Game</i></p> <p>Project: After completing <i>Julius Caesar</i> and <i>Ender's Game</i>, students will work in groups to compare lessons learned about leadership from the characters in each work. They will create a Google slideshow on leadership tips. Each tip will be based on an example from one of the two texts. Students should include at least three tips from <u>each</u> text. Groups will present their slideshow to the class, and audience members will complete an exit slip in which they apply one tip from <u>each</u> presentation to their lives. They will need to explain how that tip would help them be more effective leaders on their sports team, in their club, at home, among their peers, etc.</p> <p>Rationale: Students will be analyzing themes, comparing two authors' treatment of a similar theme, utilizing technology, make text to self connections, practicing public speaking, selecting and analyzing evidence from a text, synthesizing information from two texts</p> <p>Technology Integration: Students will use Google slides to create and present a PowerPoint slideshow.</p> <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">• World History: Learning about ancient Roman rulers and other Romans in positions of power• Sociology: Examining the characteristics of a leader, why people follow leaders, etc.• Anthropology: Examining the values of ancient rulers• Civics: Qualities to look for in a leader; ways to be a leader in one's community
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none">• Creativity and Innovation• Critical Thinking and Problem Solving• Communication and Collaboration• Information Literacy• Life and Career Skills

	21st Century Themes (as applies to content area): <ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy
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<p style="text-align: center;">Anchor Standard—Writing: Text Types, Responding to Reading and Research</p> <p>Text Type and Purposes:</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>Production and Distribution of Writing:</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>Research to Build and Present Knowledge:</p> <ol style="list-style-type: none"> 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>Range of Writing:</p> <ol style="list-style-type: none"> 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. 	
<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> • The Writing Process • The Research Process • Avoiding Plagiarism 	
<p>Essential Questions</p> <p>What provocative questions will foster inquiry, understanding, and transfer of learning?</p>	<p>Enduring Understandings</p> <p>What will students understand about the big ideas?</p>
<ul style="list-style-type: none"> • How and why does one write an informative/explanatory text? • Why and how do we write narratives? • What does the writing process look like? • How can we research effectively? • What constitutes plagiarism? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Effective informative texts convey complex ideas through organized, thoughtful content. • We write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences, with the purpose of exploring various perspectives, recognizing personal

	<p>biases, and becoming more informed and open-minded citizens.</p> <ul style="list-style-type: none"> • The writing process begins with a planning stage that involves a careful investigation of the text to uncover evidence connected to the topic. From there, the evidence should be examined for patterns that can be used to craft an argument about the topic. • Before engaging in the drafting process, students should be taught, modeled, and have practiced the components of an expository essay. Students should then use the patterns they have observed to begin writing the essay using the models as a reference. • The following characteristics of the intended audience can be considered during the brainstorming stage when selecting a topic and during the writing stage when selecting appropriate diction, syntax, details, and language: age, life experience, sex, political affiliations, level of education, prior knowledge of subject • The research process begins with background research to get an overview of the topic, followed by more sustained research using credible, relevant, and diverse sources to support analysis and reflection. • Writing can be disseminated using collaborative platforms (i.e. Google Classroom, a class blog, Google Documents, etc.) • Plagiarism means taking someone's words or ideas as if they were your own.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Text Types and Purposes</p> <p>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.</p> <p>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.</p> <p>A. 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</p>	<p>Instructional Focus: Writing a personal narrative</p> <p>Activity: Examining personal beliefs through “This I Believe” essays: After reading a selection of personal narratives from <i>This I Believe</i>, students will write a personal narrative based on one of their personal beliefs. Students will write a short narrative in which they examine one of their personal beliefs through the use of an anecdote that reflects a moment when this belief was tested or challenged. The essay will also examine how the student practices this belief. After the students’ peers and teacher have edited the</p>

<p>limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>B. 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.</p> <p>C. 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.</p> <p>D. Provide a concluding paragraph or section that supports the argument presented.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g.,</p>	<p>essay, students will be invited to submit their stories to <i>Quintessence</i>.</p> <p>Rationale: Before writing, students will study models to understand the structure of a personal narrative (hook, anecdote, reflection on anecdote's lesson, clincher) and use these models to guide their writing. Students will practice writing engaging opening sentences to pull the audience into their writing. Students will also practice writing anecdotes and using figurative language to enhance anecdotes. Students will use literary devices to create their own unique voice. Students will also write with their intended audience in mind: teacher and potentially peers. Students will also have the option to distribute their work through the school's literary magazine.</p> <p>Media Literacy Integration: As part of their introduction to the "This I Believe" form, students will listen to examples of spoken personal narratives from NPR's This I Believe Series and discuss the effectiveness of the spoken form when compared to the written essays.</p> <p>Culturally Responsive Teaching: Students are encouraged to compose personal narratives that reflect their own experiences, culture, family, heritage, etc. and share them with their peers.</p> <p>Instructional Focus: Writing a compare/contrast essay including analysis and research.</p> <p>Research assignment: Research paper on leadership styles connected to <i>Ender's Game</i>: While reading the text, students will study and evaluate various characters and their different leadership styles. As a culminating assessment, students will select one leader from the text to compare and/or contrast to a historical leader in a comparative essay.</p> <p>Rationale: Students will use textual evidence to draw conclusions about a character's leadership style. Students will then go through the research process to learn about a historical figure. Students will then go through the writing process to compare and contrast the figure to the character in the text. Student will submit an outline during the planning process, a preliminary bibliography during the first half of</p>
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<p>articulating implications or the significance of the topic).</p> <p>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.</p> <ol style="list-style-type: none"> 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>the research process, an annotated bibliography during the second half of the research process to show their evaluation of their sources, and a completed rubric of their peer's essay during the peer editing process.</p> <p>Technology integration: Students will share their research papers during the writing stage with their teacher. During the peer editing stage, students will share their papers with their peer for online collaboration. Students will also use Noodletools to complete an annotated bibliography.</p> <p>Interdisciplinary connections:</p> <ul style="list-style-type: none"> History: Researching a historical leader Sociology: Examining personal beliefs/how beliefs are shaped; group dynamics/how leaders are created Public speaking: Reciting personal narratives to an audience <p>Activity #2: Writing “turned around” fairy tales: Given a study of the characteristics of fairy tales (e.g. presence of a villain, supernatural elements, fairy godparent, orphaned protagonists), students will work in groups to choose a well-known fairy tale to “turn around,” i.e. change the characters, plot, setting, without losing the original essence of the story. Students will use a graphic organizer to chart the different characteristics of their original fairy tale and brainstorm ideas for changing the story. Students will then draft their fairy tales. After drafting, each group will be given another group's story to edit. Each group will then use the feedback to revise their stories accordingly. At the end, students can bring their stories to a local elementary school to have them illustrated. The completed stories can then be brought to a local publisher to be produced into a book.</p> <p>Rationale: Students will practice developing characters, structuring a plot, using descriptive language, writing for a young audience, replicating existing fairy tale structures, collaborating with younger students. Students can also be exposed to the publication process.</p> <p>Culturally Responsive Teaching: Students should be encouraged to research and share examples of tales that come from their own cultural experiences and background.</p>
<p>Production and Distribution of Writing</p> <p>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.)</p> <p>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 Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p> <p>Research to Build and Present Knowledge</p>	

<p>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.</p> <p>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 Style Manual).</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 9–10 Reading standards</i> 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 mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>B. Apply <i>grades 9–10 Reading standards</i> 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”).</p>	<p>Instructional Focus: Writing an informative “news” article including research.</p> <p>Activity #3: Writing news stories for <i>Of Mice and Men</i> Students will write news articles based on significant events in <i>Of Mice and Men</i>. Before writing, students will read 1930s news articles about the Great Depression to get information about the time period and use as a model for their own articles. Students will then choose from a list of events from the book and describe it in an objective, journalistic manner. Their articles should reference historical facts learned from pre-reading activities in order to adopt the perspective of someone in the 1930s.</p> <p>Rationale: Students will practice writing informative texts while integrating historical knowledge; students will practice writing in an objective, journalistic tone; students will practice concise writing</p> <p>Media Literacy Integration: In their study of the form and structure of news stories, students will explore print media in contemporary periodicals as well as through research of historical newspapers using the Media Center databases.</p>
<p>Range of Writing</p>	
<p>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.</p>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Life and Career Skills

	21st Century Themes (as applies to content area): <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
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<p align="center">Anchor Standard—Speaking and Listening: Flexible Communication and Collaboration</p> <p>Comprehension and Collaboration:</p> <ol style="list-style-type: none"> 1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 	
<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> Speaking for a variety of real purposes and audiences. Develop listening strategies (asking relevant questions, taking notes, and making predictions) to understand what is heard. 	
<p>Essential Questions</p> <p>What provocative questions will foster inquiry, understanding, and transfer of learning?</p>	<p>Enduring Understandings</p> <p>What will students understand about the big ideas?</p>
<ul style="list-style-type: none"> In what contexts can students speak? How do good speakers ensure that they speak effectively? What supplemental material can a speaker use to communicate effectively? What makes a good listener? 	<ul style="list-style-type: none"> Students can speak when participating in a discussion, delivering a speech or presentation, or participating in a debate. Good speakers can ensure they speak effectively through... <ul style="list-style-type: none"> Preparation: Good speakers participate in conversation by being prepared—having notes completed prior to the discussion, organizing thoughts before expressing them, and listening to others to prepare your own response Content: Building on the ideas of others before expressing new points, using evidence to support points, practicing proper social etiquette and remaining open minded; students should also be well-versed in the speaking triangle and rhetorical appeals

	<ul style="list-style-type: none"> ▪ Students should adjust their language and the presentation of their ideas to their audience ▪ Students should employ a combination of rhetorical appeals to best address their audience by establishing their own credibility as a speaker (ethos), and using logic (logos) and emotion (pathos) <ul style="list-style-type: none"> o Delivery: Students should stand straight, project their voice, speak at a pace that is easy to follow, enunciate, inflect, show enthusiasm, use appropriate hand gestures and facial expressions, and employ cadence • Visual media can reinforce a message and engage an audience through the use of PowerPoint slides and posters • Good listeners summarize topics being discussed, determine how the ideas being expressed relate to their own existing ideas, and respond accordingly with new insights
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Comprehension and Collaboration</p> <p>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.</p> <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 	<p>Instructional Focus: Participating in student-led Socratic seminar discussions of literature.</p> <p>Socratic seminar for <i>Animal Farm</i>: After completing <i>Animal Farm</i>, students will participate in an end-of-book Socratic seminar in which they will discuss themes, links to history, and Orwell's use of literary devices. To prepare, students will answer eight questions for homework the night before the seminar. Each answer will need to include at least one piece of textual evidence. On the day of the Socratic seminar, students will be broken into two groups. The students will form two circles. The inner circle will discuss the first half of the questions. Each person in the outer circle will follow one person in the inner circle and take notes on their speaking and listening skills. Each student in the inner circle will need to speak at least once and will need to either provide new insight, new evidence, or build on existing ideas. Students may not simply repeat old ideas. The two circles will switch for the</p>

<p>larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>second half of questions. Students will be graded on the originality of their comments, the links between their comments and previous comments, and their social etiquette.</p> <p>Rationale: Students will respond to a variety of opinions; students will justify their arguments with evidence; students will build on existing ideas; students will present information clearly, concisely and logically; students will collaborate to reach a higher understanding of the text</p> <p>Instructional Focus: Debating a topic related to a work of literature</p> <p>Debate for <i>Of Mice and Men</i>: Students will be debating the ethos of individual characters from <i>Of Mice and Men</i>. In groups, students will either argue that a character is "good" or "not good" according to a definition of goodness that is created by the group. In addition to defining goodness, students will need to make two to three arguments with at least two pieces of textual evidence per argument. Students will prepare an opening statement prior to the debate with their main arguments. Students will also prepare blocks by writing out responses to their opponent's anticipated attacks to use during crossfire and rebuttal. During the debate, each group will start by delivering their opening statement while the other group outlines the opponent's arguments and evidence. To craft an effective rebuttal, students must listen closely to every argument presented in their opponent's opening statement in order to respond effectively. Students will then deliver their rebuttal to their opponent's opening statement and a final focus at the end of the debate summarizing their strongest arguments. Students will also participate in two crossfires where they will pose questions to their opponents that undermine their opponent's arguments. The first crossfire will occur after both teams have delivered their opening statements and the second crossfire will occur after both teams have delivered their rebuttals.</p>
<p>Presentation of Knowledge and Ideas</p> <p>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.</p> <p>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.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	
	<p>Rationale: Students will practice speaking in a different setting with a different goal. Rather than building on each other's ideas to come to a higher understanding, as they would in a discussion, students will focus on logic and evidence to support their arguments and undermine their opponents'. Students will collaborate with their group members before the</p>

	<p>debate to craft their main arguments and evidence and during the debate to help their team members write a rebuttal and crossfire. Students will also practice respectfully disagreeing with their opponents. Students will practice assessing information presented orally. Audience members will also practice evaluating the debaters' rhetoric, arguments, claims, evidence, and point of view by filling out ballots, selecting a winner, and explaining their rationale.</p> <p>Instructional Focus: Composing and delivering a formal speech.</p> <p>Speech for <i>Julius Caesar</i>: After completing <i>Julius Caesar</i>, students will prepare and deliver a speech on a topic of their choice. To prepare, students will need to conduct research, organize their findings, and prepare an outline. When conducting research, students should find facts as well as emotional arguments they can make. When writing their speech, students need to employ rhetorical devices such as rule of three, antithesis, rhetorical questions, anecdotes, and parallelism, among others. To prepare for delivery, students will rehearse their speech in class while the teacher circulates and coaches. When delivering their speech, students will also use digital media and visual displays of information, such as posters, charts, and slides, as a supplement.</p> <p>Rationale: Students will select a topic that will appeal to their audience of peers; students will conduct research, look for patterns in their findings, and organize the information in a logical manner; students will prepare a concise and clear speech; students will use rhetorical devices as seen in <i>Julius Caesar</i>; students will incorporate digital media and visual displays</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none">● History: The Socratic seminar questions about <i>Animal Farm</i> will involve the history of Stalin and the Soviet Union● Philosophy: Students will need to study and develop a definition of what it means to be "good" for their debates● Students will write a speech on a topic of their choice, ranging from the math and sciences to the humanities
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	<p>Technology Integration: Students will incorporate digital media and visual displays during their speech</p> <p>Global Perspectives: Students will learn about life under Stalin's rule and use that knowledge during the Socratic seminar. Students will learn about life in 1930s America and use that knowledge when defending or attacking their assigned character in the debate</p> <p>Media Literacy Integration: Student view examples of debates and speeches available online or through the Media Center to critique the habits and strategies of effective speakers.</p> <p>Culturally Responsive Teaching: During Socratic seminar discussions, students are reminded to be sensitive to the views, experiences, feelings and cultural perspectives of their classmates in order to foster honest and respectful discourse.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy

<p style="text-align: center;">Anchor Standard—Language: Conventions, Effective Use and Vocabulary</p> <p>Conventions of Standard English</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <p>Knowledge of Language:</p> <ol style="list-style-type: none"> 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <p>Vocabulary Acquisition and Use:</p> <ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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<p>6. Acquire and use accurately a range of 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.</p>	
<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> • Choosing the right words for a given purpose • Acquiring new vocabulary • The relevance of being grammatically correct 	
<p>Essential Questions</p> <p>What provocative questions will foster inquiry, understanding, and transfer of learning?</p>	<p>Enduring Understandings</p> <p>What will students understand about the big ideas?</p>
<ul style="list-style-type: none"> • What are the building blocks of Standard English grammar? • What is the purpose of using Standard English mechanics? • Besides literal language, how can authors use figurative language to convey meaning? • In what contexts should formal English be used? Informal English? • How is new vocabulary acquired and retained? What strategies can readers use to decipher the meaning of unfamiliar terms? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Command of Standard English grammar requires an understanding of the structure of complete sentences, phrases, and clauses. • Standard English mechanics convey meaning and tone, show the relationship between ideas, and organize ideas. <ul style="list-style-type: none"> o Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • Writers do not always say what they mean. Indirect forms of expression require readers to read between the lines to find the intended meaning. Readers can look at the connotation of the author's words, the author's use of oxymoron, simile, assonance, hyperbole, and other devices. • Formal English should be used when writing essays; informal English can be used in creative pieces to create an authentic, genuine voice; students should strive to use formal English during class discussions • New vocabulary is acquired and attained through extensive reading and the application of that vocabulary in writing. When coming across unfamiliar terms, readers can use context clues and word parts to infer the meaning before referring to a dictionary.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Conventions of Standard English</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Instructional Focus: Grammar acquisition and application</p> <p>Grammar Activity and Assessment: The teacher will give a lesson on the components of a complete sentence, clauses and phrases, and</p>

<p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>Knowledge of Language</p>	
<p>NJSLSA L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>the various sentence types. Students will practice their understanding in groups by reconstructing sentences using clauses and punctuation marks printed and cut up by the teacher. Students will then practice independently by taking quizzes on NIU's online tutorials- http://www.niu.edu/writingtutorial/quizzes/quizzes.html. Finally, students will be assessed on their grammar by writing several sentences using various sentence types.</p>
<p>Vocabulary Acquisition and Use</p>	
<p>NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>Mechanics Activity and Assessment: Students will create rules on style and mechanics using various models. They will be asked to develop rules on comma usage, colons and semicolons, etc., based on their observations of the punctuations' use in the models. The teacher will then review those rules. Students will then practice their understanding by taking quizzes on NIU's online tutorials. Finally, students will be assessed on a quiz that asks them to correct ten sentences and explain the rule they've applied.</p>
<p>NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Instructional Focus: Domain specific vocabulary acquisition and application for literature.</p>
<p>NJSLSA L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>	<p>Character table for <i>Speak</i>: Students will work in groups to develop a character table for the social groups and teacher types. Melinda encounters in her school. In the first column, students will list the different groups and types. In the second column, students should list 1-3 examples of figurative language used to describe the group. In the third column, students will draw a picture of a member of the group based on the description. In the last column, students will explain what the figurative language says about the group. After students have completed the chart, the class can discuss what these descriptions say about Melinda and her worldview.</p>
	<p>Instructional Focus: Language usage</p> <p>Formal and Informal Language in <i>Ender's Game</i>: Students will learn about the different contexts in which to use formal and informal English to understand code switching. Using <i>Ender's Game</i>, students will list examples of dialogue used by the children in the novel when they speak to one another and examples of dialogue used by the children when speaking to</p>

	<p>adults. In pairs, students will study and describe the difference between the language used in the two scenarios, and finally, explain why the children changed their language when speaking to adults. Finally, students will write an informal review of <i>Ender's Game</i>, as they would describe it to their friends. Then, they will look through the review and highlight words they'd change if the review were being submitted to a newspaper for publication, and find more specific and formal words to replace the highlighted words.</p> <p>Instructional Focus: Vocabulary acquisition and application.</p> <p>Vocabulary activity: In pairs, students will research the etymology of a vocabulary word- each pair will be assigned a different word from the vocabulary list. The students will use their Chromebooks to research the origin of the word, when/where it was first used, how it has changed in usage over time, and any other relevant historical information. Students will also break down the word and define its parts, if relevant. Finally, students will create a sentence using the word, to show its usage. Each pair will then create a short (<5 slides) Google Slides presentation with their findings. Students will then present in a gallery walk. In the first part of the walk, half of the class will present to the audience, who will travel from group to group. At the end of each presentation, audience members will write their own sentence using the vocabulary word. After all groups have presented to all audience members, students will switch roles. As an assessment, students will take a vocabulary quiz. The first half of the quiz will contain sentence completion questions and the second half will instruct students to write a story using terms from a word bank.</p> <p>Technology Integration: Students make regular use of online tools/websites for learning, practicing and assessing vocabulary and language skills, including Sadlier's vocabulary workshop, Purdue's Online Writing Lab, and NIU online tutorials for grammar.</p> <p>Interdisciplinary Connections: Students are regularly introduced to domain specific vocabulary, particularly related to humanities, social studies and science, through the reading of literature and informational texts.</p>
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	<p>Media Literacy Integration: Students explore and critique the use of standard and nonstandard English, as well as well and formal and informal language used through different media they encounter regularly.</p> <p>Culturally Responsive Teaching: Through a consideration of the words writers use, based on the time period the story takes place, or the social/cultural context of the story, students examine the power of words and how different words have particular cultural significance and meaning.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none">• Creativity and Innovation• Critical Thinking and Problem Solving• Communication and Collaboration• Information Literacy• Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none">• Financial, Economic, Business, and Entrepreneurial Literacy• Civic Literacy• Health Literacy

Summit Public Schools

Summit, New Jersey

Curricular Addendum

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.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading