

Unit 1: Building Blocks of a Story

Content Area: **English**
Course(s): **CP ENGLISH I**
Time Period: **Marking Period 1**
Length: **10 weeks**
Status: **Published**

Transfer Goals

Transfer Goals

Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

Standards

Reading Literature

- | | |
|--------------|--|
| LA.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. |
| LA.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. |
| LA.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). |
| LA.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). |

Reading Information

LA.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.
LA.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.
LA.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).

Writing

LA.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.
LA.W.9-10.3.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.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.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.)
LA.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.
LA.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.

Speaking and Listening

LA.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.

LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.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.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.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.
LA.L.9-10.4.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.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.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.
LA.L.9-10.4.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).
LA.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.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and

transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.CT.1

Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

TECH.9.4.12.TL.3

Analyze the effectiveness of the process and quality of collaborative environments.

TECH.9.4.12.TL.4

Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

TECH.9.4.12.IML.3

Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).

Learning Plan / Pacing Guide

Week 1:

Reading	Activity	Assessment Options
Class Introduction and Rules and procedures.	TW introduce rules, procedures, and expectations of class.	
Introduction Letter / Writing Task	SW participate in an in-class writing task related to their summer reading or a personal reflection.	Formative writing task
Other introductory activities		

Week 2:

Reading	Activity	Assessment Options
“The Sniper” (5-6 Days)	SW read story out loud with teacher guidance while paying attention to close reading prompts provided by the text.	<ul style="list-style-type: none">• Formative assessment via class participation and discussion.
	SW read the text silently or the teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills.	<ul style="list-style-type: none">• Formative assessment of guided questions and/or graphic organizer. (Unit 1 Graphic Organizer)
	Skills of focus: Setting, plot. Students will have formative assessment.	<ul style="list-style-type: none">• Formative assessment via close reading quiz.

Week 3:

Reading	Activity	Assessment Options
“The Most Dangerous Game” (5-6 Days)	SW read the text silently or the teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help	<ul style="list-style-type: none">• Formative assessment of guided questions and/or graphic organizer.

reinforce/review skills.

Skills of focus: Setting, plot, conflict, character

Students will have formative assessment.

- Formative assessment via close reading quiz.
- Collaborative Visual Storyboard

Week 4:

Reading

Activity

Assessment Options

SW read the text silently or the teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills.

- Formative assessment via class participation and discussion.
- Formative assessment of guided questions and/or graphic organizer. (Unit 1 Graphic Organizer)
- Formative assessment via close reading quiz.

“The Speckled Band”

(5-6 days)

Skills of focus: Setting, plot, conflict, character, inciting incident

Students will have formative assessment.

Week 5:

Reading

Activity

Assessment Options

SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills.

- Formative assessment of guided questions and/or graphic organizer.
- Formative assessment via close reading quiz.
- Commonlit “Amigo Brothers” reading task.

“Amigo Brothers”

(3-4 Days)

Skills of focus: Setting, plot, conflict, character, inciting incident

Students will have formative assessment.

“How Jackie Robinson Changed Baseball”

(1 Day)

SW use Commonlit to complete an informational close reading task.

Skills of focus: Citing evidence, sequence, vocabulary

TEAM Writing Task on Conflict

(1-2 Days)

SW use “Amigo Brothers” and “How Jackie Robinson Changed Baseball” to draft a TEAM paragraph comparing the types of conflicts involved in each story

- Formative assessment using Commonlit
- Writing task

(Man against Man, Man against Self,
Man against Society, etc...)

Week 6:

Reading	Activity	Assessment Options
“The Necklace” (4-5 Days)	SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. Skills of focus: Setting, plot, conflict, character, inciting incident Students will have formative assessment.	<ul style="list-style-type: none">• Formative assessment of guided questions and/or graphic organizer.• Formative assessment via close reading quiz.• Commonlit “The Necklace” reading task.

Week 7:

Reading	Activity	Assessment Options
Point of View, Dialogue, and the Narrative Writing Task (5 Days)	SW choose a short story from week 2-6 to write a narrative response addressing elements of plot.	<ul style="list-style-type: none">• Narrative Writing Task

Week 8-10:

Reading	Activity	Assessment Options
“Poison” OR “Marigolds” OR “Lather and Nothing Else”	SW apply skills from the previous weeks to both stories.	<ul style="list-style-type: none">• Formative assessment of guided questions and/or graphic organizer.
“The Gift of the Magi” “A Day’s Wait” (2-3 Day)	Skills of focus: Setting, plot, conflict, characters, inciting incident, citing evidence, sequence, vocabulary	<ul style="list-style-type: none">• Short Story Summative Assessment

Concepts

Essential Questions

How does conflict shape a character, and where may we see this in our everyday lives?

How do authors develop characters over the course of a given work?

How do stories begin, build, and unfold?

Understandings

Close Reading Strategies

Plot

Setting

Conflict

Characters

Critical Knowledge and Skills

Knowledge

Students will know:

Close Reading Strategies

Elements of Plot

Elements of Setting

Types of Conflict

Characterization

Skills

Students will be able to:

Use Close Reading Strategies to understand a story

Track plot development

Analyze Setting

Identify Conflict

Analyze Characters

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Study guides/ Guided Reading Questions

Discussions

Journals

Warm-ups and/or door passes

Graphic organizers, reading and Vocabulary quizzes

Peer editing sheets

Annotated text

Reading checks

Rough drafts

Outlines

Exit tickets

Google Forms

School Summative Assessment Plan

Close reading tests and quizzes on passages and articles with similar themes/topics/ideas

Summative Narrative Writing

Collaborative Visual Storyboard

Primary Resources

"Games at Twilight"

"The Sniper"

"The Most Dangerous Game"

"Amigo Brothers"

"How Jackie Robinson Changed Baseball"

"The Necklace"

"Poison"

"Marigolds"

"The Gift of the Magi"

"A Day's Wait"

Supplementary Resources

Unit 1 Graphic Organizer

Guided Reading questions

Outlines

Technology Integration and Differentiated Instruction

Technology Integration

- Google Classroom/Edmodo - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)

- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.

- One to One Student laptop
 - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- Additional Support Videos

- Use of search engines, online websites, etc.

- Online assessments (LinkIt and Google Forms)

- Review of information/terms/etc. (Kahoot.com and Quizlet.com)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - When researching data, students might be asked to reflect on various statistical projections and, at times, perform basic mathematical functions in order to learn something new.

SCIENCE - As a result of science becoming more a part of our everyday lives, students may find themselves, by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and news.

SOCIAL STUDIES - Because history is so deeply rooted in both literature and the way we develop as a culture, we will be reading non-fiction on historic issues frequently.

WORLD LANGUAGES - Students may encounter specific words responsible for shaping the way a certain population views the world that do not come from their first language.

VISUAL/PERFORMING ARTS - Because the arts make up such a large part of our everyday lives, whether it be in the form of music, film, drama, etc..., students may find themselves, by way of selected non-fiction, reading claims regarding cultural trends and the arts.

APPLIED TECHNOLOGY - Students will utilize various technological tools in the class to build presentations and/or collaborate.

BUSINESS EDUCATION - As students look back on historic decisions regarding government, economics, and policy, they may find themselves reading news articles regarding business, commerce, and/or economic policies.

GLOBAL AWARENESS - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

Unit 2: Outcomes of a Story

Content Area: **English**
Course(s): **CP ENGLISH I**
Time Period: **Marking Period 2**
Length: **10 weeks**
Status: **Published**

Standards

Reading Literature

- | | |
|--------------|--|
| LA.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. |
| LA.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. |
| LA.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. |
| LA.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). |

Reading Information

- | | |
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| LA.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. |
| LA.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. |
| LA.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). |
| LA.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. |

Writing

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|---------------|---|
| LA.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. |
| LA.W.9-10.2.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.

LA.W.9-10.2.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.
LA.W.9-10.2.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.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.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.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.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.)
LA.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.
LA.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.

Speaking and Listening

LA.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.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.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.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.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.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.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.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.
LA.L.9-10.4.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.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.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.
LA.L.9-10.4.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).
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.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.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or

	practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Transfer Goals

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Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

Concepts

Essential Questions

How are literary techniques used to develop theme? character? etc.?

What is justice?

Why must we seek to understand experiences that we may never have?

Why must we address hard topics in schools/classrooms?

Understandings

Understanding literary elements (character, setting, suspense, conflict tone, mood) and techniques improves the reader's ability to make meaning of the text.

Textual evidence should be the basis of all literary analysis.

Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres.

Critical Knowledge and Skills

Knowledge

Students will know:

How to identify the theme of a work.

How authors develop conflict and create suspense.

How authors use tone to create mood

How authors develop a character.

Skills

Students will be able to:

Summarize the theme of a given work

Cite evidence

Analyze and interpret literature

Critique tone and mood

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Study guides/ Guided Reading Questions

Discussions

Journals

Warm-ups and/or door passes

Graphic organizers, reading and Vocabulary quizzes

Peer editing sheets

Annotated text

Reading checks

Rough drafts

Outlines

Exit tickets

Google Forms

School Summative Assessment Plan

Close reading tests and quizzes on passages and articles with similar themes/topics/ideas

Summative Explanatory Essay

Black Out Poetry

Choice Board/One-Pager

Midterm

Primary Resources

All American Boys

Excerpts from *Great Expectations*

Excerpts from Ralph Ellison's *Invisible Man*

Supplementary Resources

Unit 2 Graphic Organizer

Guided reading questions

Outlines

Audible

IXL

CommonLit

Technology Integration & Differentiated Instruction

Technology Integration

- Google Classroom/Edmodo - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.
- One to One Student laptop

○ All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- Additional Support Videos
- Use of search engines, online websites, etc.
- Online assessments (LinkIt and Google Forms)
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications

for assignments in small chunks are met.

☐ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - When researching data, students might be asked to reflect on various statistical projections and, at times, perform basic mathematical functions in order to learn something new.

SCIENCE - As a result of science becoming more a part of our everyday lives, students may find themselves, by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and news.

SOCIAL STUDIES - Because history is so deeply rooted in both literature and the way we develop as a culture, we will be reading non-fiction on historic issues frequently.

WORLD LANGUAGES - Students may encounter specific words responsible for shaping the way a certain population views the world that do not come from their first language.

VISUAL/PERFORMING ARTS - Because the arts make up such a large part of our everyday lives, whether it be in the form of music, film, drama, etc..., students may find themselves, by way of selected non-fiction, reading claims regarding cultural trends and the arts.

APPLIED TECHNOLOGY - Students will utilize various technological tools in the class to build presentations and/or collaborate.

BUSINESS EDUCATION - As students look back on historic decisions regarding government, economics, and policy, they may find themselves reading news articles regarding business, commerce, and/or economic policies.

GLOBAL AWARENESS - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

Learning Plan / Pacing Guide

Week 1

Reading	Activity	Assessment Options
Introduction to <i>All American Boys</i> AND Zoom In and Friday	<ul style="list-style-type: none">• Introductory activities related to authors, title, cover, topics, key vocabulary, and predictions.• Read (whole class and independent): Zoom In and Rashad: pages 1-23, Quinn- pages 24-40• Complete guided reading activities focusing on setting / character / conflict(s)	<p>Section quiz</p> <p>TEAM writing task on main conflict</p>

Week 2-3

Reading	Activity	Assessment Options
<i>All American Boys</i> : Saturday, Sunday, Monday	<ul style="list-style-type: none">• Read (whole class and independent): Rashad: pages 43-60, Quinn- pages 61-82• Complete guided reading activities focusing on character / mood and tone/ internal conflict• Writing response (page 69): Who do you want to be? How do you want the world to see you?• Connections to excerpts from <i>Great Expectations</i> with related activities.• Read (whole class and independent): Rashad: pages 85-101, Quinn: 102-120• Complete guided reading activities focusing on character / suspense• Read (whole class and independent): Rashad: pages 85-101, Quinn: 102-120• Complete guided reading activities	<p>Section quizzes</p> <p>Quinn writing response</p>

focusing on character / theme

- Aaron Douglas (African American painter) and Bil Keane (TheFamily Circus) analysis and interpretation.

Week 4-5

Reading	Activity	Assessment Options
<i>All American Boys:</i> Tuesday	<ul style="list-style-type: none">• Read (whole class and independent): Quinn: pages 167-185, Rashad: pages 186-203• Complete guided reading activities focusing on theme.• Page 198 discussion and reflection.	HABIT, TEAM, and RECAP essay (Quote and theme task)
Essay	<ul style="list-style-type: none">• Compose an essay (HABIT, TEAM, TEAM, RECAP) related to a beginning theme.	

Week 6

Reading	Activity	Assessment Options
<i>All American Boys:</i> Wednesday	<ul style="list-style-type: none">• Read (whole class and independent): Quinn: pages 208-225, Rashad: pages 226-246• Guided reading activities• Connections to Ralph Ellison excerpts and response• Mini lesson on active and passive voice (page 213)	IXL

Week 7-9

Reading	Activity	Assessment Options
<i>All American Boys:</i> Thursday, Friday, and Zoom Out	<ul style="list-style-type: none">• Read (whole class and independent): Quinn: pages 249-267, Rashad: pages 268-282	Black Out Poetry assignment Choice Board / One-Pager Project

All American Boys: Project

- Complete guided reading activities focusing on character and conflict
- Black Out Poetry assessment
- Related TedTalk with activity
- Read (whole class and independent): Quinn: pages 285-296, Rashad: pages 297-308
- Guided reading and end of novel activities
- Choice board “Tic Tac Toe” project OR one-pager as final culminating assessment

Week 10

Reading
Midterm

Activity
Midterm preparation and assessment

Assessment Options
Midterm

Unit 3: Literature and the World

Content Area: **English**
Course(s): **CP ENGLISH I**
Time Period: **Marking Period 3**
Length: **10 weeks**
Status: **Published**

Standards

Reading Literature

- | | |
|--------------|---|
| LA.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. |
| LA.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. |
| LA.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. |

Reading Information

- | | |
|--------------|--|
| LA.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. |
| LA.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. |
| LA.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. |
| LA.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). |
| LA.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). |
| LA.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. |
| LA.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. |
| LA.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. |
| LA.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.

Writing

LA.W.9-10.1.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.
LA.W.9-10.1.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.
LA.W.9-10.1.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.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.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.)
LA.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.
LA.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.
LA.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.
LA.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).
LA.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.
LA.9-10.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. 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.

Speaking and Listening

LA.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
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others' ideas and expressing their own clearly and persuasively.

LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.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.
LA.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.
LA.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.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.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.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.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.
LA.L.9-10.4.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.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.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.
LA.L.9-10.4.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).
LA.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.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

Transfer Goals

Transfer Goals

Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

Concepts

Essential Questions

What strategies or techniques do individuals use to successfully argue a claim or position?

How do format and structure influence the writing of a successful persuasive piece of writing?

How have writers, historians, and other prominent speakers crafted their speeches and essays in an effort to help us visualize the world?

Understandings

Theme

Setting

Character

Conflict

Critical Knowledge and Skills

Knowledge

Students will know:

How authors effectively convey theme

How setting influences the development of a story

How characters are developed to convey theme

How conflict influences theme

Skills

Students will be able to:

Identify theme and critique author's ability to effectively convey theme

Connect the use of setting to effective conveyance of theme

Synthesize characters and conflict to understand world views

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Study guides/ Guided Reading Questions

Discussions

Journals

Warm-ups and/or door passes

Graphic organizers, reading and Vocabulary quizzes

Peer editing sheets

Annotated text

Reading checks

Rough drafts

Outlines

Exit tickets

Google Forms

School Summative Assessment Plan

Close reading tests and quizzes on passages and articles with similar themes/topics/ideas

Summative Persuasive Essay

Summative Reading Logs

Collaborative Visual Storyboard

Primary Resources

"When I Lay My Burden Down"

"The Struggle to be an All American Girl"

"President Obama's National Address to America's School Children"

"American Schools Vs. the World: Expensive, Unequal, Bad at Math"

Preamble and Declaration of Independence

"Speech to the Association of Los Alamos Scientists"

"Letter to President Truman"

"Dropping the Bomb" History.org

Supplementary Resources

Unit 3-4 Graphic organizer

Guided Reading Questions

Research Thesis development

Research Database Log

ESACPE checklist

Revision Checklist

Technology Integration & Differentiated Instruction

Technology Integration

- Google Classroom/Edmodo - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)

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- All assignments have been created in the student's native language.
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- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

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GLOBAL AWARENESS - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

Learning Plan / Pacing Guide

Week 1:

Reading	Activity	Assessment Options
"When I Lay My Burden Down" (2-3 Days)	SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. Teacher may use a short pre-reading activity to provide historical context and a review of how authors develop setting.	<ul style="list-style-type: none">• Formative assessment of guided reading questions and/or graphic organizer. (Unit 3-4 Graphic Organizer) ("When I Lay My Burden Down" Questions)
"The Struggle to be an All American Girl" (2-3 Days)	Skills of focus: Setting SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. Teacher may use a a reflective writing	<ul style="list-style-type: none">• Formative assessment of guided reading questions and/or graphic organizer. (Unit 3-4 Graphic organizer)

activity for students to compare the authors from the two previous works of nonfiction to themselves or someone they know.

Skills of focus: Setting

Week 2:

Reading	Activity	Assessment Options
“The Struggle to Be an All American Girl” and “When I Lay my Burden Down” TOGETHER (2 Days)	Teacher may use a a reflective writing activity for students to compare author’s style. Skills of focus: Setting / Character / Conflict	<ul style="list-style-type: none">• TEAM Paragraph
Introduction to SOAPStone / “President Obama’s National Address to School Children” (2-3 Days)	SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. Skills of focus: SOAPSTONE	<ul style="list-style-type: none">• Formative assessment of guided reading questions and/or graphic organizer.• SOAPStone Graphic Organizer

Week 3:

Reading	Activity	Assessment Options
"American Schools Vs. the World: Expensive, Unequal, Bad at Math" (2-3 Days)	SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. Skills of focus: SOAPSTONE	<ul style="list-style-type: none">• Formative assessment of guided reading questions and/or graphic organizer.• SOAPStone Graphic Organizer

Week 4:

Reading	Activity	Assessment Options
"American Schools Vs. the World: Expensive, Unequal, Bad at Math"	Teacher may use a a reflective writing activity for students to compare author’s style. Skills of focus: SOAPSTONE	<ul style="list-style-type: none">• TEAM Paragraph

AND

"President Obama's National Address to America's School Children"

(2 Days)

Persuasive Appeals Intro

SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills.

- Formative assessment of guided reading questions and/or graphic organizer.

“Preamble” and “Declaration of Independence”

- PERSUASIVE APPEALS graphic organizer

(2-3 Days)

Skills of focus: PERSUASIVE APPEALS (Ethical/Emotional/Logical Appeals)

Week 5:

Reading

Activity

Assessment Options

DBQ Simulation

“Speech to the Association of Los Alamos Scientists”

As a class, SW move through the reading. As this happens, students may complete a graphic organizer and/or close reading questions to help reinforce/review skills.

- Formative assessment of guided reading questions and/or graphic organizer
- Paraphrasing activity

1 Day

Skills of focus: SOAPSTone / Persuasive Appeals
DBQ Simulation

“Letter to President Truman”

In groups, SW move through the reading. As this happens, students may complete a graphic organizer and/or close reading questions to help reinforce/review skills.

- Formative assessment of guided reading questions and/or graphic organizer
- Paraphrasing activity

1 Day

“Dropping the Bomb”
History.org

Skills of focus: SOAPSTone / Persuasive Appeals
DBQ Simulation

Independently, SW move through the reading. As this happens, students may complete a graphic organizer and/or close reading questions to help reinforce/review

- Formative assessment of guided reading questions and/or graphic organizer
- Paraphrasing activity

1 Day

skills.

Skills of focus: SOAPSTone / Persuasive Appeals
DBQ Simulation

All 3 Readings Listed Above Independently, complete a PARCC style assessment on non-fiction.

- Summative Assessment

(2 Days)

Skills of focus: SOAPSTone / Persuasive Appeals

Week 6:

Reading

Activity

Assessment Options

Research Task: Topic choice and Thesis statement development

SW identify what they feel is the biggest world conflict today. SW use this topic to write a persuasive research paper where they will argue why their issue of focus is the most problematic.

- Summative Research Assessment
- Thesis Statement Outline

(15-20 Days)

Skills of focus: Research and Writing

Week 7:

Reading

Activity

Assessment Options

Research Task: Use databases to research topics

SW use the databases on the school website to research the topic they chose last week.

SW focus their research based on the thesis development they completed. (If students choose to find sources outside of the databases they must fill out the ESCAPE checklist in order to validate their sources.)

- Summative Research Assessment
- Research Log
- ESCAPE Checklist

(15-20 Days)

Skills of focus: Research and Writing

Week 8:

Reading

Activity

Assessment Options

Research Task: Use research and outlines to draft essay

(15-20 Days)

SW use their outlines from the thesis development and database research to draft their essay.

SW complete teacher conferences and peer editing sessions during the drafting process.

- Summative Research Assessment
- Draft of Research Essay

Skills of focus: Research and Writing

Week 9-10:

Reading

Activity

Assessment Options

Research Task: Revise and Finalize

(15-20 Days)

SW use teacher conference and peer editing sessions to make revisions to their drafts.

SW submit final drafts after making all necessary revisions.

- Summative Research Assessment
- Draft and Revision of Research Paper

Skills of focus: Research and Writing

Unit 4: Themes and Connections

Content Area: **English**
Course(s): **CP ENGLISH I**
Time Period: **Marking Period 4**
Length: **10 weeks**
Status: **Published**

Transfer Goals

Transfer Goals

Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

Standards

Reading Literature

- | | |
|----------------|--|
| LA.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. |
| LA.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. |
| LA.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). |
| LA.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). |
| LA.RL.9-10.10a | 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. |
| LA.RL.9-10.10b | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above. |

Reading Information

LA.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.
LA.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.
LA.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.RI.9-10.10b	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

Writing

LA.W.9-10.1.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.
LA.W.9-10.1.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.
LA.W.9-10.1.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.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.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.
LA.W.9-10.2.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.
LA.W.9-10.2.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.
LA.W.9-10.2.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.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.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.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.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.

LA.W.9-10.3.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.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.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.)
LA.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.
LA.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.
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.9.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]”).
LA.W.9-10.9.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”).
LA.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.
LA.9-10.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. 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.

Speaking and Listening

LA.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.

LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.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.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.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.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.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.
LA.L.9-10.4.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.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.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.
LA.L.9-10.4.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).
LA.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.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Concepts

Essential Questions

How do authors take a piece of source material and make it their own?

How are similar key themes and concepts conveyed differently through different artistic mediums?

Understandings

Theme

Setting

Character

Conflict

Critical Knowledge and Skills

Knowledge

Students will know:

How theme is conveyed across various mediums

How setting is changed throughout interpretations of stories

How changing or maintaining characters and conflicts influences adaptations

Skills

Students will be able to:

Analyze key themes, setting, characters, and conflicts of similar works across various mediums and adaptations

Critique changes between adaptations

Assess the importance of maintaining specific elements of a story to convey the theme

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Study guides/ Guided Reading Questions

Discussions

Journals

Warm-ups and/or door passes

Graphic organizers, reading and Vocabulary quizzes

Peer editing sheets

Annotated text

Reading checks

Rough drafts

Outlines

Exit tickets

Google Forms

School Summative Assessment Plan

Close reading tests and quizzes on passages and articles with similar themes/topics/ideas

Summative Explanatory Essay

Summative Persuasive Essay

Summative Narrative Writing

Summative Reading Logs and Book Jacket

Collaborative Visual Storyboard

Primary Resources

Romeo and Juliet

West Side Story

"Pyramus and Thisbe"

Supplementary Resources

Unit 3-4 Graphic Organizer

Guided Reading Questions

Technology Integration & Differentiated Instruction

Technology Integration

- Google Classroom/Edmodo - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)

- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.

- One to One Student laptop
 - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- Additional Support Videos

- Use of search engines, online websites, etc.

- Online assessments (LinkIt and Google Forms)

- Review of information/terms/etc. (Kahoot.com and Quizlet.com)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - When researching data, students might be asked to reflect on various statistical projections and, at times, perform basic mathematical functions in order to learn something new.

SCIENCE - As a result of science becoming more a part of our everyday lives, students may find themselves, by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and news.

SOCIAL STUDIES - Because history is so deeply rooted in both literature and the way we develop as a culture, we will be reading non-fiction on historic issues frequently.

WORLD LANGUAGES - Students may encounter specific words responsible for shaping the way a certain population views the world that do not come from their first language.

VISUAL/PERFORMING ARTS - Because the arts make up such a large part of our everyday lives, whether it be in the form of music, film, drama, etc..., students may find themselves, by way of selected non-fiction, reading claims regarding cultural trends and the arts.

APPLIED TECHNOLOGY - Students will utilize various technological tools in the class to build presentations and/or collaborate.

BUSINESS EDUCATION - As students look back on historic decisions regarding government, economics, and policy, they may find themselves reading news articles regarding business, commerce, and/or economic policies.

GLOBAL AWARENESS - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

Learning Plan / Pacing Guide

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Unit 4:

Note: Students will participate in continuous independent reading throughout the marking period. This will be connected to the greater skills in every unit.

Week 1:

Reading	Activity	Assessment Options
Romeo and Juliet: Background and Act I	SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills.	<ul style="list-style-type: none">• Formative assessment of guided reading questions• Formative assessment of graphic organizer• Pre-reading guide.
	Introduce elements of a tragedy and tragic hero	

along with background on Shakespeare.

SW determine the setting of the play and will predict how the setting will influence the plot and characters.

Skills of Focus: Setting

Week 2:

Reading

Activity

SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills.

Assessment Options

- Formative assessment of guided reading questions
- Formative assessment of graphic organizer
- Act I Quiz

Romeo and Juliet: Acts I and II

SW will predict how the setting will influence the plot and characters.

Skills of Focus: Setting

Week 3:

Reading

Activity

SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills.

Assessment Options

- Formative assessment of guided reading questions
- Formative assessment of graphic organizer

Romeo and Juliet: Act II

SW discuss the characters and their development in the first two acts. Students will note important traits of the main characters and how these traits change or expand.

Skills of Focus: Setting, Character

Week 4:

Reading

Activity

Romeo and Juliet: Acts II and III

SW read the text silently or teacher will lead reading. As this happens, SW complete a

Assessment Options

- Formative assessment of

graphic organizer and/or close reading questions to help reinforce/review skills.

guided reading questions

SW discuss the characters and their development in the first two acts. Students will note important traits of the main characters and how these traits change or expand.

- Formative assessment of graphic organizer
- Act II Quiz

Skills of Focus: Setting, Character

Week 5:

Reading

Activity

SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills.

Assessment Options

- Formative assessment of guided reading questions
- Formative assessment of graphic organizer
- Iambic Pentameter Song Assignment

Romeo and Juliet: Act III

SW discuss the conflict and how the setting and traits of major characters contribute to the climax.

Skills of Focus: Setting, Character, Conflict

Week 6:

Reading

Activity

SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills.

Assessment Options

- Formative assessment of guided reading questions
- Formative assessment of graphic organizer
- Act I-III Test

Romeo and Juliet: Acts III and IV

SW discuss the aftermath of the conflict. Students also may examine how character traits change as a result of conflict.

Skills of Focus: Setting, Character, Conflict

Week 7:

Reading

Activity

Romeo and Juliet: Act IV and V

SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close

Assessment

- Forr

reading questions to help reinforce/review skills.

read

SW use the previous notes on setting, character and conflict to determine the theme of the story.

• Formative assessment of graphic organizer

Skills of Focus: Setting, Character, Conflict, Theme

• Formative assessment of conflict

Week 8:

Reading

Activity

Assessment Options

SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills.

• Formative assessment of guided reading questions

Romeo and Juliet: Act V

SW use the previous notes on setting, character and conflict to determine the theme of the story. Students may explore how character traits make the theme clearer or more relatable.

• Formative assessment of graphic organizer

• Acts IV-V Quiz

Skills of Focus: Setting, Character, Conflict, Theme

Week 9:

Reading

Activity

Assessment

SW watch video of "Pyramus and Thisbe" and map the story.

SW compare this map to their maps of Romeo and Juliet.

"Pyramus and Thisbe"

Students may discuss the use of source material and the implications regarding plagiarism.

• Formative assessment of graphic organizer

(1-2 Days)

Skills of Focus: Setting, Character, Conflict, Theme

SW watch the movie and will compare to Romeo and Juliet and "Pyramus and Thisbe."

West Side Story

• Summative assessment of theme

(5-6 days)

Skills of Focus: Setting, Character, Conflict, Theme

Week 10:

Reading

Activity

Assessment

West Side Story (Movie)

SW watch the movie and will compare to Romeo and Juliet

• Summative assessment of theme

(5-6 Days)

and “Pyramus and Thisbe.”

of th

SW connect all three works through characters, theme and conflict but may also analyze differences in setting and their effect on the universal theme.

SW complete summative writing assessment.

Skills of Focus: Setting, Character, Conflict, Theme

SW create a book jacket for their independent read books.

Independent Reading Book Jacket

Student logs from the marking period will be handed in with the jacket

• Sum

(1-2 Days)

Skills of Focus: Setting, Plot, Character, Conflict

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