

Unit 1: Elements of Fiction

Content Area: **Language Arts**
Course(s): **ENGLISH II**
Time Period: **Marking Period 1**
Length: **10 weeks**
Status: **Published**

Standards

Writing Standards

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.9-10.10	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.

Reading Standards

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).
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).
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.
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.

Language and Speaking Standards

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.
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.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
LA.SL.9-10.4	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.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

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.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.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).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to comprehend, write and evaluate complex narrative texts across a range of types and disciplines.

Concepts

Essential Questions

- How can an author's background influence his/her characters?
- How does the readers' perspective impact their understanding of the story?
- What is the relationship between reading literature and narrative writing?
- Why is the study of 'story' essential to the human experience?

Understandings

- Characterization happens in a variety of ways and creates a multifaceted view of a person.
- Conflict drives the plot of every story, real or imagined

Critical Knowledge and Skills

Knowledge

Students will know:

- Elements of plot structure including theme, setting, characters, point of view, exposition, rising action, climax, falling action, and resolution.
- How to identify literary terms and figurative language and analyze their purpose in a work.
- How to participate in collaborative discussions and evaluate the participation of others appropriately.
- How to incorporate elements of fiction into writing.

Skills

Students will be able to:

- Demonstrate appropriate use of academic language and standards in discussion, presentations, and peer-conferences.
- Read and analyze grade level literary texts with consideration of elements of plot, conflict, mood, tone, imagery and characterization
- Write a narrative that includes all the elements of plot structure, characterization, dialogue and conflict.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Alphabet Soup
- Anticipation Guide
- Carousel activities
- Character Identity Chart
- Choice boards
- Classwork
- Close Reading Graphic Organizer
- Completing and revising a rough draft
- Dialogue Narrative Perspective Writing
- Discussion and review questions
- Draft Letter
- Graphic Organizers
- Guided Comprehension Questions
- Intro and Exit Tickets
- Jot-Pair-Share
- Journal Prompts
- Literature Circles
- Plot Diagrams
- Preassessments
- Quizzes
- Quote/theme analysis
- RAFTS
- Survey
- Writing exercises

School Summative Assessment Plan

- IXL (by standard)
- Summative Exam (Fiction reading with related multiple choice practice and narrative writing task)

Primary Resources

- Of Mice and Men by John Steinbeck

Supplementary Resources

- *Of Mice and Men* (1992) directed by Gary Sinise
- "Travels with Charley" by John Steinbeck excerpt- Elements of Literature (Fourth Course) textbook
- [The Draft PBS documentary](#)
- "Where Have You Gone, Charming Billy?" by Tim O'Brien- Elements of Literature (Fourth Course) textbook
- "The Pit and the Pendulum" by Edgar Allan Poe
- "Cinderella" by The Brothers Grimm
- "Rumpelstiltskin" by The Brothers Grimm
- "The Emperor's New Clothes" by The Brothers Grimm
- "The Bass, the River, and Sheila Mant" by W.D. Wetherell- Elements of Literature (Fourth Course) textbook
- "Everyday Use" by Alice Walker- Elements of Literature (Fourth Course) textbook
- "Two Kinds" by Amy Tan- Elements of Literature (Fourth Course) textbook
- "Life is Sweet at Kumansenu" by Abioseh Nicol- Elements of Literature (Fourth Course) textbook
- "Lessons of Love" by Judith Ortiz Cofer- Elements of Literature (Fourth Course) textbook
- "The Bet" by Anton Chekhov- Elements of Literature (Fourth Course) textbook
- "An Inquiry" by Anton Checkhov (CommonLit)
- ""The Bass, the River, and Sheila Mant" by W.D. Wetherell- Elements of Literature (Fourth Course) textbook

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 laptops- 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 (Ted Talks)
- Use of search engines, online websites, databases, etc.
- Online assessments (LinkIt, Google Forms, CommonLit)
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)

- IXL

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. Teachers may provide additional titles to further challenge advanced readers.

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. Teachers may choose to utilize ICR activities with CP students as needed.

Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.

IXL levels can be modified to address areas of opportunity in student learning.

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. ICR specific activities for chunking and reteaching are underlined in learning plan.

- ❑ Access to online and audio text will be made available whenever possible to accommodate struggling readers.
- ❑ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Learning Plan / Pacing Guide

10th Grade IXL Pacing Guide

Week 1:

- Course introduction and expectations
- Summer Reading
- Learning Management System norms established
- Learning Styles & personal questionnaire
- About Me Poster/Bio Poem assignment
- IXL Diagnostic to establish baseline data

Weeks 2-9: Teachers will go A-B or B-A to accommodate novel availability (Underlined activities denote ICR differentiation strategies)

*Throughout weeks 2-9, students should complete targeted IXL skills from their recommendations in the diagnostic. At the end of the marking period, students should return to the diagnostic to update baseline scores.

Time	A- <i>Of Mice and Men</i>	
	Optional activities include:	- <u>Preassessment of the elements of fiction</u>
	-John Steinbeck Background Reading/Notes and <u>Alphabet Soup activity</u>	- Elements of fiction notes
Week 2	- Introduce the 1930s with a photo collage and make predictions about what life was like based on the visuals.	- Introductory activity to compare and contrast
or	-Historical Background (1930s and Great Depression) and <u>Jot-Pair-Share</u>	- Complete anticipation questions and multiple choice questions on background
Week 6	activity	- Complete plot graphic organizer
	-CommonLit.com: "Excerpt from the Harvest Gypsies" by John Steinbeck	- Narrative written assignment

	-“Travels with Charley” with related questions	- <u>Review elements of fiction</u>
	-Anticipation guide on themes from <i>Of Mice and Men</i> (<u>Survey Graph assignment</u>)	- Quiz on elements of fiction
	-Review literary devices and elements of fiction: plot, conflict, characterization, theme, mood, and tone	
		- Introductory activities for background <u>placemat activity</u>
	-Read <i>Of Mice and Men</i> Chapter 1 (Focus on characterization)- <u>access to audio, as needed</u>	- Draft documentary (PBS)
Week 3	- Complete characterization STEAL charts on main characters	- <u>Mock draft writing activity</u>
or	- <u>Review of Ch.1 and main conflict</u>	- Read “Where Have You Gone, Johnnie” audio, as needed)
Week 7	- Narrative writing task (Ch. 2 prediction) (include dialogue- mimic structure)	- <u>“Where Have You Gone, Johnnie”</u>
	- Read chapter 2 (<i>Of Mice and Men</i>) and complete related historical context and reading activities on characterization and conflict	- Complete plot graphic organizer
	- View clips from <i>Of Mice and Men</i> movie	- Complete STEAL chart graphic organizer
		- Introduce TEAM paragraph structure
	- Read chapter 3 (<i>Of Mice and Men</i>) and complete related activities that focus on finding textual evidence and using in-text citations - <u>access to audio, as needed</u>	- Complete introductory activity on <u>penalty, and isolation.</u>
Week 4	- <u>Rules of dialogue lesson and return to the narrative writing task to enforce skill</u>	- Read “The Bet” and answer questions
or	- <u>IXL: Punctuating Dialogue</u>	- Complete plot graphic organizer
Week 8	- Review for OMAM Ch 1-3 Test (<u>Study guide with sample questions</u>)	- <u>Introduce theme and practice</u>
	- View clips from <i>Of Mice and Men</i> movie	- Write a theme statement
	- OMAM Ch 1-3 Test	
Week 5	- Discussion of dreams and goals and power structure in <i>Of Mice and Men</i>	-Additional options to support writing
or	- Read chapter 4 and complete reading comprehension activities	- Review types of conflict
Week 9	- OR <u>Summary of chapter 4 and characterization of Crooks & Curley's Wife</u>	- Read and complete related activities

activity (graphic organizer)

- Read chapters 5-6 (*Of Mice and Men*) and complete reading comprehension activities

- Plot Diagram and Dreams Chart: Students will identify elements of plot and dreams/theme

- *Of Mice and Men* theme essay OR one pager project

“The Pit and the Pendulum

"Life is Sweet at Kumansenu

"Two Kinds"

Grimms' fairytales

Week 10:

-Review unit literary terms and narrative writing

-Summative Exam- ““The Bass, the River, and Sheila Mant" fiction reading with related comprehension questions and narrative writing task (2-3 days)

Interdisciplinary Connections

MATH - Students will complete a survey activity and graph their findings using Microsoft/Google prior to reading *Of Mice and Men*.

SCIENCE -

SOCIAL STUDIES - Students will learn about the historical background of the 1930s, the Great Depression, and migrant workers prior to reading *Of Mice and Men*. Students will research information and take part in collaborative activities about the Vietnam War and the draft system prior to the reading of "Where Have You Gone, Charming Billy?".

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will create and perform a skit after reading "Where Have You Gone, Charming Billy?".

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Students will research cultural information and complete activities related to Africa prior to reading "Life is Sweet at Kumansenu".

Unit 2: Analyzing Fiction

Content Area: **Language Arts**
Course(s): **ENGLISH II**
Time Period: **Marking Period 2**
Length: **10 weeks**
Status: **Published**

Standards

Reading Standards

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).
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).
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.
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.9-10.8	(Not applicable to literature)
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).

Writing Standards

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.9-10.9.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.9-10.10	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.

Language and Speaking Standards

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.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.

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.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.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
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).

Transfer Goals

Transfer Goals

Through close reading of various texts, students will develop the ability to analyze all written texts more accurately and insightfully and compare the literary techniques used by different authors to express similar themes and characters.

Concepts

Essential Questions

- How are historic, cultural, economic, religious, and ethical aspects of a society reflected in literature?
- How are literary techniques used to develop theme? character? setting?
- How does a reader “read between the lines”?
- How does the author's choice of poetic devices affect the overall meaning of the work?
- What strategies do we use to understand poetry?

Understandings

- Authors use a variety of strategies that enable them to vary form, style, and structure, in order to write for different purposes, audiences, and contexts.
- Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres.
- Understanding new words, concepts, and relationships enhances comprehension and oral and written communication.
- Understanding literary elements and techniques improves the reader's ability to make meaning of the text.
- Every word or technique used in a poem is result of a conscious and intentional choice made by the author.
- Textual evidence should be the basis of all literary analysis.
- Use language and conventions strategically and capably appropriate to task, purpose, and audience.

Critical Knowledge and Skills

Knowledge

Students will know:

- How to structure an essay analyzing multiple pieces of writing.
- How to gather textual evidence from multiple sources to prove a single claim.
- Analyze and evaluate poetry to recognize the use and effect of:

Diction
Hyperbole
Allusion
Metaphor
Simile
Alliteration
Repetition
Denotation
Tone
Connotation
Consonance

Personification
Stanza

Skills

Students will be able to:

- Trace a big idea through multiple genres to prove a common theme.
- Write effective analytical essays that cite textual evidence as support.
- Analyze figurative language of poetry, including simile, metaphor and personification.
- Recognize the presence of poetic devices.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Anticipation Guide
- Carousel activities
- Choice boards
- Classwork
- Close reading
- Completing and revising a rough draft
- Graphic Organizers
- Guided Comprehension Questions
- Intro and Exit Tickets
- Journal Prompts
- One Pager
- Preassessment
- Quizzes
- Quote/theme analysis
- RAFTS
- Survey
- TPCastt or SOAPStone

School Summative Assessment Plan

- IXL (by standard)
- Literary Analysis Essay
- One-Pager Project

Primary Resources

- *Imitate the Tiger* by Jan Cheripko
- *Catcher in the Rye* by J.D Salinger
- "Teenage Wasteland" by Anne Tyler

Supplementary Resources

- "Mending Wall" by Robert Frost
- "Mother to Son" by Langston Hughes- Elements of Literature (Fourth Course) textbook
- "If" by Rudyard Kipling
- "A Portrait of the Artist as a Young Man"- CommonLit
- "Distillation" by Hugo Martinez-Serros- Elements of Literature (Fourth Course) textbook
- "Those Winter Sundays" by Robert Hayden- Elements of Literature (Fourth Course) textbook
- IXL
- CommonLit
- Kahoot
- Quizizz

Technology Integration and Differentiated Instruction

Technology Integration

- Google Classroom- 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 (Youtube.com, Ted Talks, etc.)
- Use of search engines, online websites, databases, etc.
- Online assessments (LinkIt, Google Forms, Common Lit)
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)
- IXL

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. Teachers may provide additional titles to further challenge advanced readers.

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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.

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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. Teachers may choose to utilize ICR activities with CP students as needed.

Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.

IXL levels can be modified to address areas of opportunity in student learning.

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. ICR specific activities for chunking and reteaching are underlined in learning plan.
- Access to online and audio text will be made available whenever possible to accommodate struggling readers.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE -

SOCIAL STUDIES - Students will complete pre-reading activities related to the 1930s and 1950s in the United States in preparation for *Catcher in the Rye* and "Distillation".

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS : Students will complete a visual representation (one-pager) between two texts.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

[10th Grade IXL Pacing Guide](#)

Week 1

-Literary analysis writing sample- compare two paired short fiction and poem write an analytical essay

-Unpack scoring rubric with students

-Have students use rubric to score sample essays at every level of writing and provide evidence to support scoring.

-Analyze literary analysis unit prompt and “unpack it” to determine what needs to be answered.

Weeks 2-5:

Time	The Catcher in the Rye & “Teenage Wasteland” -Cover story activity anticipation guide -Jot-Pair-Share on high school dropout article and questions
Week 2	-Frayer model on teens from the 1950s (video: "What to do on a Date") -Tone writing assignment -Read Ch. 1 & 2 CTR & reading comprehension questions -Indirect characterization chart, close reading fact activity -Read Ch. 4-6 and reading comprehension questions, -Group jigsaw important characters & presentation
Week 3	-Ch. 1-6 RAFT writing -Read an excerpt of “A Portrait of the Artist as a Young Man” and complete reading comprehension questions -Read ch. 9 and reading comprehension questions -Read 16 & 17 with reading comprehension questions -Quote/theme sort activity
Week 4	-Read Ch. 21 together and discuss theme and character development -Read 22-23 and complete textual evidence graphic organizer -Finish reading and review The Catcher in the Rye -Read “Teenage Wasteland” (Anne Tyler) or "The Hate u Give" Ch. 1
Week 5	-Complete graphic organizer characterizing Donny using textual evidence -Practice narrative character comparison prompt using The Catcher in the Rye and “Teenage Wasteland”

Week 6

- Poetry terms notes and activity, figurative language review (p.502-507)
- Poetry analysis class modeling “Mother to Son” (p.508) “Courage” (p. 512)
- Poetry analysis “One pager” (visual and verbal representation of a poem) “Mending Wall” (p. 527)
- Group poetry assignment: Student selected song poetry analysis (TPCastt or SOAPStone)

Week 7

- Complete pre-reading activities related to the 1930s in the United States in preparation for the short story.
- Read “Distillation” by Hugo Martinez-Serros (short story) and complete reading comprehension activities and graphic organizers in preparation for a literary analysis task.
- Read “Those Winter Sundays” by Robert Hayden (poem) and complete reading comprehension activities and graphic organizers in preparation for a literary analysis task.

Week 8

- Compose, edit, score and revise a literary analysis of “Distillation” and “Those Winter Sundays”.

Week 9:

- Poetry review
- Lit terms review
- Paired text analysis review & graphic organizer

Week 10:

Summative Exams: Literary Analysis task (Midterm)

Unit 3: Keeping Informed

Content Area: **Language Arts**
Course(s): **ENGLISH II**
Time Period: **Marking Period 3**
Length: **10 weeks**
Status: **Published**

Standards

Reading Standards

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 Standards

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

Language and Speaking Standards

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.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

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

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.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
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.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
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).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
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.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Transfer Goals

Transfer Goals

Students will be able to gather, organize and interpret useful and legitimate information by using a variety of sources to craft a well-organized research paper that incorporates and correctly cites information.

Concepts

Essential Questions

- How can research enhance an argument?
- How do effective writers hook and hold their readers?
- How do text structures and features help a reader better understand the meaning?

- How do vocabulary, particular details, and relevant evidence combine to create the central idea of an informational piece?
- How does discussing or writing about informational text help to sharpen our thinking?
- How should an argument be structured?
- Is it our personal responsibility to fight racism and hatred whenever and wherever it happens?
- Why does considering both sides of an issue allow for a stronger claim?

Understandings

- Examining the validity of a source is vital to making a strong argument
- Plagiarism has serious consequences inside and outside of the academic world
- Multiple revisions are necessary in order to produce a final product.
- Multiple sources must be used in order to gather sufficient and relevant data.
- Paraphrasing and summarizing are key elements when preparing a research based document.

Critical Knowledge and Skills

Knowledge

Students will know:

- How to access and appropriately use the databases.
- How to create a properly formatted Works Cited page.
- How to create well-organized body paragraphs.
- How to formulate a research paper.
- How to hook the reader and formulate a well-constructed thesis statement.
- How to implement MLA format into the research process.
- How to properly cite various types of sources of information.
- How to write concluding statements.
- How to utilize revision and editing strategies during the writing process.

Skills

Students will be able to:

- Create citations & works cited page
- Use MLA format
- Write a thesis statement
- Identify author's purpose in writing
- Analyze the structure of non-fiction

- Distinguish between legitimate and illegitimate sources of information.
- Distinguish between relevant and irrelevant information.
- Interpret information presented in diverse media and format.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Anticipation guide
- Carousel activities
- Choice boards
- Classwork
- Close reading
- Completing and revising a rough draft
- Discussion and review questions
- Graphic organizers
- Guided comprehension questions
- Intro and exit tickets
- Journal Prompt
- Literature Circles
- Preassessment
- Quizzes
- Quote/theme analysis
- RAFTS
- SOAPStone
- Survey
- Writing exercises

School Summative Assessment Plan

- Summative Exam (Non-fiction reading & related media with related multiple choice practice and research writing task)
- IXL (by standard)
- Memoir

- Predictions for the Future Essay

Primary Resources

- Night by Elie Wiesel

Supplementary Resources

- [Elie Wiesel and Oprah in Auschwitz](#) Interview
- "No News from Auschwitz" by A.M. Rosenthal- Elements of Literature (Fourth Course) textbook
- ["Ex-Auschwitz guard on trial in late push to punish Nazi war crimes"](#) Associated Press article
- ["Fighting Hate, Across Cultures and Generations"](#) New York Times article
- "The Butterfly" by Pavel Friedmann
- EBSCOhost
- SIRS Knowledge Source
- NewsEla
- CommonLit.org
- Tolerance.org
- EasyBib.com
- PurdueOwl.com

Technology Integration and Differentiated Instruction

Technology Integration

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

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Access to online and audio text will be made available whenever possible to accommodate struggling readers.

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

Interdisciplinary Connections

MATH -

SCIENCE - Students will be given the choice of research topics that relate to teen issues (genetic predisposition to addiction, medicine, diet, environment, etc.). Students will discuss common diseases that were prevalent in the concentration camps during the reading of *Night*.

SOCIAL STUDIES - Students will complete a Holocaust reading on Nazi persecution and responsibility in connection with the novel *Night*. Students will learn about Holocaust and Rwandan genocides survivors through an article and questions. Students will analyze the treatment of people during the Holocaust using Maslow's Hierarchy of Needs pyramid.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will be given the choice of research topics that relate to teen issues (media's influence on image, etc.)

APPLIED TECHNOLOGY -

BUSINESS EDUCATION - Students will be given the choice of research topics that relate to teen issues (cost of college, etc.)

GLOBAL AWARENESS - Students will make connections between *Night* to current events related to religious persecution around the world.

Learning Plan / Pacing Guide

[10th Grade IXL Pacing Guide](#)

Week 1

Reading

Activity

- (TedTalk) Aimee Mullins: The opportunity for adversity
 - Discussion: Adversity and resilience
 - Characteristics of resilient people chart
 - Take resiliency quiz and complete reflection activity

Night

- <https://resiliencyquiz.com/index.shtml>
- Adversity and Resilience
Common Lit choice- being an “outsider”
 - This Is Not Who We Are

- Hello My Name Is
- You Don't Have To Say You Love Me
- Olaudah Equiano Recalls the Middle Passage
- Adversity and Resilience choice board
 - *Complete activities based on various stories of adversity and resilience (Michelle Obama, Trevor Noah, LGBTQ+, Ukraine, poem analysis, 9/11, The Forgiveness Project, etc.)

Week 2

Reading

Activity

- Review guiding unit question: "How do our outside influences and personal struggles impact who we become?"
 - Discussion: What is a memoir?
 - Discussion of Night & Holocaust memoirs (Elie Wiesel)
- Complete "gallery walk" with research into Nuremberg Laws, Kristallnacht, Warsaw Ghetto, and camps.

Night

- Introduce chapter 1 using Martin Niemöller's quote.
- Discuss the historical context of chapter 1
 - Introduce important words to know and names
- Begin guided reading of chapter 1 (Audible)
 - Chart decisions that were made by Elie, his family, and other Jews impacted their journey to the camp.
- Guided reading of chapter 2 (Audible)
 - Complete comprehension questions

Week 3

Reading

Activity

- Finish independently reading chapter 3
 - Complete comprehension questions
- View Elie Wiesel and Oprah interview returning to Auschwitz.
 - Answer guided questions focusing on key terms and events needed to understand Night.

Night

- <https://www.youtube.com/watch?v=4IJ4mpCDVpE>

- Read chapter 4 (audio) and complete page summary activity.
- Timeline review of chapter 1-4
- Chapter 1-4 test

Week 4

Reading

Activity

- Guiding Question: How did the prisoners stay alive physically and spiritually in this place surrounded by death?
 - Thesis statement and four supporting quotes.
- DBQ 3
 - Guided analysis of two documents and independent analysis of one.

Night

- Students will highlight textual evidence to support the guiding question.
- DBQ 3: Response
 - Students will compose a TEAM paragraph responding to the DBQ guiding question with evidence from one of the three documents Students will complete this in a chart to ensure that each step of TEAM is complete (based on observations made on the previous DBQ writing).

- Introduction to Jewish holidays (present in chapter 5 of Night)
 - Students will research definitions/ways of celebration and observance of Rosh Hashanah and Yom Kippur
 - Discuss as a class to make connections to chapter.

- Read chapter 5 (pages 66-84) and chapter 6 (pages 85-97)- audio
 - Reading check quiz

Week 5

Reading

Activity

- Reading chapter 6 (pages 85-97)- audio

Night

- Students will finish reading Night (pages 98-115).
 - Answer discussion questions

- Test on chapters 5-9

Week 6

Reading

Activity

- Introduction to overcoming adversity project.

Night

- *Students will be given the choice of who they would like to research for this project. It will include 10 Google Slides ultimately showing how this person faced adversity (large scale, socio-economical, race, gender identity, etc.) and how they overcame that adversity in order to be resilient to the obstacles we face.

Week 7-10

Reading

Activity

- Research Paper- Inform (present both sides of an argument before taking a stance)
- Topic approval and thesis statement

Night

- Outline
- HABIT, TEAM, TEAM, RECAP, Works Cited Page
- Editing and revising

Unit 4: What We Leave Behind

Content Area: **Language Arts**
Course(s): **ENGLISH II**
Time Period: **Marking Period 4**
Length: **10 weeks**
Status: **Published**

Standards

Reading Standards

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

Writing Standards

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.9-10.10	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.

Language and Speaking Standards

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.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.
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.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
LA.SL.9-10.4	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.

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.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.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
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.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Transfer Goals

Transfer Goals

tudents will be able to independently use their learning to know that reading is a way to explore personal challenges and build understanding of the many dimensions of human experience.

Concepts

Essential Questions

- How can a person's decisions or actions change his or her life?
- How can reading about others influence the way we face future challenges?
- What role should the past play in the future?

Understandings

- Determining the usefulness of text for a specific purpose, evaluating language and textual elements, and analyzing the author's style are all ways to critically examine texts.
- Elements such as environment, religion, age, gender, race, occupation, etc. impact the challenges that one may face.

- The author makes intentional word choices that are designed to produce a desired effect on the reader.

Critical Knowledge and Skills

Knowledge

Students will know:

- Characteristics of drama.
- Characteristics of tragedy.
- The difference between autobiography and biography as well as the pros and cons of reading each as information sources.

Skills

Students will be able to:

- Critique non-fiction work for bias by examining facts from multiple sources.
- Evaluate the presentations of others for bias and strength of argument.
- Explain the merits of historical references in pop culture.
- Follow the guidelines of public speaking when formally presenting information to a group.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Anticipation guide
- Carousel activities
- Character body activity
- Choice boards
- Classwork
- Completing and revising a rough draft

- Concept map
- Discussion and review questions
- Evidence log
- Graphic organizers
- Guided comprehension questions
- Intro and exit tickets
- Journal prompts
- Literature circles
- Narrative dialogue activity
- Performances
- Preassessments
- Presentation
- Quizzes
- RAFTs
- Survey
- The Way I See It graphic organizer
- Webquest
- Writing exercises

School Summative Assessment Plan

- Caesar Argumentative Essay
- Caesar Choice Menu Board
- IXL (by standard)
- Monster Argumentative Essay
- Monster Tic-Tac-Toe Board
- Summative Exam (Fiction and nonfiction reading with related multiple choice and analytical essay)

Primary Resources

- Julius Caesar (No Fear Shakespeare)
- Monster by Walter Dean Myers
- The Tragedy of Julius Caesar by William Shakespeare

Supplementary Resources

- "A Dream Deferred" by Langston Hughes
- *Julius Caesar* (1970) movie
- *Struggle for Power* documentary (Discovery Education)
- [Walter Dean Myers interview](#)

- [When Kids Get Life PBS documentary](#)

Technology Integration and Differentiated Instruction

Technology Integration

- Google Classroom- 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 (Youtube.com, Ted Talks, etc.)
- Use of search engines, online websites, databases, etc.
- Online assessments (LinkIt, Google Forms, Common Lit)
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)
- IXL

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. Teachers may provide additional titles to further challenge advanced readers.

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. Teachers may choose to utilize ICR activities with CP students as needed.
- Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.
- IXL levels can be modified to address areas of opportunity in student learning.

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. ICR specific activities for chunking and reteaching are underlined in learning plan.
- Access to online and audio text will be made available whenever possible to accommodate struggling readers.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)
- Modern translation of *The Tragedy of Julius Caesar* will be utilized.

Interdisciplinary Connections

MATH -

SCIENCE -

SOCIAL STUDIES - Students will learn about the Roman Empire and the life/legacy of Julius Caesar. Students will read and make decisions regarding soldier's dilemmas during the Vietnam War.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will be assigned roles and perform "The Tragedy of Julius Caesar". Students will learn about filming techniques and utilize script terms during the reading of *Monster*. When completing the Julius Caesar Menu and *Monster* Tic-Tac-Toe assignments, students will be given the choice to perform a dramatic reading of an excerpt from the play, create a comic strip, rewrite the script, design a new cover, or create a soundtrack.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Students will research ruthless dictators around the world and present their findings. Students will learn about injustices within prison systems located around the world.

Learning Plan / Pacing Guide

[10th Grade IXL Pacing Guide](#)

Weeks 1-8: Teachers will go A-B or B-A to accommodate novel availability (Underlined activities denote ICR differentiation strategies)

Time	A: Julius Caesar	
		-Discuss current con
	-Ruthless leader research for group presentations	-Assign topics and g
		-Conduct independe
		-Create a slide prese
Week 1	-Ruthless leader presentations	
	-Background information on the history	<u>- "When Kids get Li</u>
or	<u>- "A Soldier's Dilemma" theme activity</u>	<u>- "Dream Deferred"</u>
Week 5	<u>-Struggles for Power documentary</u>	<u>-Anticipation guide</u>
	-Review original Shakespeare v. Modern translation (No Fear)	<u>-Monster concept m</u>
		<u>-Monster pre-readin</u>
	-Discuss and summarize Act 1 Scene I-III	-Discuss backgroun
	<u>-Act I Scene II and questions (perform)</u>	-Discuss filming/sci
Week 2	-Discuss and summarize Act II Scene 1-3	<u>-Webquest on juver</u>
	<u>-Act II Scene II-IV and questions (perform)</u>	<u>-Journal 1 & 2</u>
or		
Week 6	<u>-The Way I See It activity point of view activity</u>	<u>-Read pg 1-28, open</u>
	-Begin Act III	-Read 29-80 & disc
	-Film Clips	<u>-Read 29-44, questi</u>
	-Act II Reading Assessment	-Read 81-139 and d
	-Discuss and summarize Act III Scenes I-III & take notes	-Read 140-198, que
	<u>-Act III and discuss (perform)</u>	
Week 3	-Discuss and summarize Act IV Scene I-III	-Read pgs. 199-238
	<u>-Narrative dialogue assignment</u>	<u>-Read 45-88 questio</u>
or		
Week 7	<u>-Act IV Scene II (perform)</u>	-Writing response u
	-Act IV Reading Assessment	
	-Discuss and summarize Act V	<u>-Read 89-126, ques</u>
	<u>-Act V Quiz</u>	<u>-Quiz pg. 1-126</u>

-Film Clips

-Read 127-175 (Bir

-Journal 3 & 4

-Show prison/gang
MS-13

-Read 238-end of M

-Final reading asses

-Prison programs &
world (Kuwait, Pak

Week 4 -Julius Caesar outline and argumentative essay composition

or -Peer edit, read aloud, and final copy due of essay

Week 8 -Caesar differentiated menu project

-Character body grc

-Journal 5 & 6

-Monster argument

-Read 176-200, test

-Read 201-237, evic

-Read 238-277 & q

-Tic-tac-toe

Week 9:

-Finish final Caesar/Monster activities

-Exam REVIEW

-End of year reflection activities

Week 10:

-Summative Exam: Yearly reading reflection essay accompanied by a poem, a fiction and a nonfiction reading with related comprehension questions.