



# Burlington County Institute of Technology

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Medford Campus

Westampton Campus

English I

Board Approval Date: August, 2023



# Course Description

This course is a thematic exploration of universal themes such as coming of age, fate and free will, and alienation and the struggle for equality. Students will complete an in-depth survey of poetry, short stories, non-fiction, novels, and drama. Independent reading will be required as well as basic research tasks. Successful completion of this course will indicate student mastery of basic secondary reading and writing skills.

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# Pacing Guide

Unit	Standards	Weeks
Unit 1: Coming of Age	<ul style="list-style-type: none"><li>• RL.9-10.1, RL.9-10.3, RL.9-10.4, RL.9-10.6</li><li>• W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.6</li><li>• SL.9-10.1</li><li>• L.9-10.1, L.9-10.2</li></ul>	Approx. 6
Unit 2: Fate & Free Will and Good vs. Evil	<ul style="list-style-type: none"><li>• RL 9-10.2, RL 9-10.5, RL 9-10.9, RL 9-10.</li><li>• W 9-10.2</li><li>• SL 9-10.5, SL 9-10.6</li><li>• L 9-10.3, L 9-10.5</li></ul>	Approx. 6
Unit 3: Alienation and the Struggle for Equality	<ul style="list-style-type: none"><li>• RL 9-10.7</li><li>• RI 9-10.1, RI 9-10.2, RI 9-10.3, RI 9-10.4, RI 9-10.5, RI 9-10.6, RI 9-10.7, RI 9-10.8, RI 9-10.9, RI 9-10.10</li><li>• W 9-10.1, W 9-10.7, W 9-10.8, W 9-10.9, W 9-10.10</li><li>• SL 9-10.2, SL 9-10.3, SL 9-10.4</li><li>• L 9-10.4, L 9-10.6</li></ul>	Approx. 6



# Curriculum Maps

## Unit 1: Coming of Age (Approx. 6 weeks)

### Desired Outcomes

#### Established Goals: NJSLS

1. To provide the students with the skills to read and analyze narrative texts.
2. To provide students with the skills to craft narrative writing.
3. To consider a work's structure, style, and themes as well as smaller scale elements such as the use of figurative language, imagery, symbolism, and tone.
4. To utilize word study techniques such as context clues and word parts to determine the meaning of unfamiliar words.
5. To help students adapt their speech to a variety of contexts to share information.
6. To develop an understanding of basic reading, writing, speaking, listening, and language skills.
7. To prepare the student for career and social skills.

#### NJSLS Standards:

- RL.9-10.1- Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RL.9-10.3- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme
- RL.9-10.4- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.9-10.6- 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.
- 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. A. Engage and orient the reader by setting out a



problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that foll

- W.9-10.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.6- Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- SL.9-10.1- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- L.9-10.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.



### Enduring Understandings:

- Readers use strategies to construct meaning.
- Readers develop a deeper understanding through evaluation of text.
- Recognizing literary features helps with understanding and appreciation of text.
- Writing is a multi-stage process.
- Writers have a purpose for writing.
- Word choice affects meaning.

### Essential Questions:

- What delineates the moment when a child becomes an adult?
- What does it mean to 'come of age'?
- How do our childhood experiences influence the adult we become?
- What turning points determine our individual pathways to adulthood?

### Students will know:

- Text evidence will support analysis.
- Techniques such as well-chosen details, vivid description, sensory language, dialogue, and pacing will contribute to a strong narrative essay.
- Author's choices impact the meaning and structure of a text.
- Writing can be strengthened by planning, revising, editing, rewriting or trying a new approach.
- Collaborative discussion involves being prepared and responding to diverse perspectives
- Context and word parts can help determine the meaning of unfamiliar words.
- Writing and speaking can be strengthened through new and varying vocabulary

### Students will be able to:

#### *Reading Literature*

- Cite strong and thorough textual evidence [RL 9-10.1]
- Make relevant connections to support analysis of what the text explicitly and inferentially-including determining where the text leaves matters uncertain [RL 9-10.1]
- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL 9-10.3]
- Determine the meaning of words and phrases as they are used in the text, including figurative and



connotative meanings. [RL 9-10.4]

- 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 and informal tone) [RL 9-10.4]
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside of the United States, drawing on a wide reading of world literature. [RL 9-10.6]

### *Writing*

- Write narratives to develop real or imagined experiences or events using effective techniques, and well-structured event sequences. [W 9-10.3]
- 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. [W 9-10.3]
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W 9-10.3]
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W 9-10.3]
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W 9-10.3]
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W 9-10.3]
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [W 9-10.4]
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual, focusing on addressing what is most significant for a specific purpose and audience. [W 9-10.5]
- Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. [W 9-10.6]

### *Speaking and Listening*

- 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. [SL 9-10.1]
- Come to discussion 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. [SL 9-10.1]

- 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. [SL 9-10.1]
- 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. [SL 9-10.1]
- Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. [SL 9-10.1]
- Make new connections in light of the evidence and reasoning presented. [SL 9-10.1]

#### *Language*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L 9-10.1]
- Use parallel structure. [L 9-10.1]
- Use various types of phrases (noun, verb, adjectival, adverbial, participle, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. [L 9-10.1]
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L 9-10.2]
- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L 9-10.2]
- Use a colon to introduce a list or quotation. [L 9-10.2]
- Spell correctly. [L 9-10.2]

### Assessment Evidence

#### Performance Task:

Choose 1- Narrative Essay

- Using one of the unit texts in this unit, write a narrative story that describes the major events in the passage from the perspective of a different

#### Required District/State Assessments:

- LinkIT NJSLA Benchmark Assessment
- NJSLA

#### Suggested Formative/Summative Assessments:





- |  |  |
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| <p>character (this character can be student or teacher selected). Be sure to use character techniques like pacing, vivid description, dialogue, and characterization</p> <ul style="list-style-type: none"><li>○ Using one of the unit texts above, write a continuation of the story. Be sure to use narrative techniques like pacing, vivid description, dialogue, and characterization. (focus on maintaining the original point of view)</li></ul> | <ul style="list-style-type: none"><li>○ Writing prompts</li><li>○ Journals</li><li>○ Oral presentations</li><li>○ Tests/quizzes</li><li>○ Class discussion</li><li>○ Self-assessment</li><li>○ Peer review</li></ul> |
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## Learning Plan

### Learning Activities:

#### Vocabulary

- Membean
- Train on Membean at least 45 minutes per week (in class or assigned for homework)
- Vocabulary will also be addressed within the context of this theme through the reading and writing activities listed.

#### Narrative Performance Task

##### Choose 1-

- Using one of the unit texts above, write a narrative story that describes the major events in the passage from the perspective of a different character (this character can be student or teacher selected). Be sure to use key techniques like character development, pacing, vivid description, dialogue, and characterization).
- Using one of the unit texts above, write a continuation of the story. Be sure to use narrative techniques like pacing, vivid description, dialogue and characterization. (focus on maintaining the original point of view)

#### Other Learning Activities

- Teachers will facilitate self-selected reading where students read a book of their choice for a set amount of time during the class period. Fifteen minutes of reading time is optimal at least three days per week.



Activities like book talks, book snaps, and conferencing can be utilized to showcase what students are reading in a less intimidating way than a book report or assessment.

- Start of class warm-ups (daily activities; journal entries; vocabulary practice). \*Use Membean and/ or Sadlier Vocabulary books.
- Reading and careful analysis of short and/or longer works of fiction with focus on author's purpose, word choice, use of literary elements.
- Annotate readings -trace development of characters and theme.
- Practice close reading strategies.
- Discuss readings (class, small groups, Socratic circles).
- Research topics related to in-class readings, projects or extended research paper.
- Writings that focus on analysis of text with development of narrative technique.
- Proofread and edit writing assignments. (Self-edit; Peer-edit; conference with teacher).
- Vocabulary will also be addressed within the context of this theme through the reading and writing activities listed.

#### Selected Texts:

##### Extended Texts

- The Marrow Thieves (novel)
- Fallen Angels (novel)
- Speak (novel)
- Paper Towns- John Green (novel)
- Looking for Alaska- John Green (novel)
- The House on Mango Street (novel/ excerpts)

##### Short Stories

- The Gift of the Magi- O'Henry (short story)
- The Necklace- Guy de' Maupassant (short story)
- New Directions- Maya Angelou (short story)
- Checkouts- Cynthia Rylant (short story)
- Through the Tunnel - Doris Lessing (short story)



- The following items in Common Lit 360 Unit 'Following the Crowd': [Following the Crowd Unit Guide.pdf](#)
- Cheboygan Day- Brittany K. Allen (short story)
- All Summer in a day- Ray Bradbury (short story)
- The Man in the Well- Ira Sher (short story)

#### Poetry

- Casey at the Bat - Ernest Lawrence Thayer (narrative poem)
- The Horses - Edwin Muir (narrative poem)
- The Writer - Richard Wilbur (narrative poem)

#### Informational Texts

- Conformity- Charlotte Harrison (nonfiction): [Following the Crowd Unit Guide.pdf](#)

### Related Standards

#### Interdisciplinary connections

##### Social Studies Connection

##### Civics, Government, and Human Rights (6.1.12.HistoryCC.12.e)

- Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.

Example: When building background for Walter Dean Myers novel, *Fallen Angels* students may discuss, in partnerships, the ensuing factors that lead to the Vietnam War and the U.S.'s involvement. This can be tied in with a close reading of the setting of the novel.

#### Technology (NJSLs Career Readiness, Life Literacies, and Key Skills)



### Technology Literacy (9.4.12.TL.1)

- Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Example: Teachers can review and provide students with various digital tools to produce their narrative performance task. Teachers can encourage students to assess digital tools for accessibility, capacity and utility for drafting, revising and editing their essay to make an informed decision on what would best suit their needs.

### 21st Century Skills (NJSL Career Readiness, Life Literacies, and Key Skills)

#### Creativity and Innovation (9.4.12.CI.1)

- Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Example: As students craft their narrative performance task essay, they will explore literary elements like dialogue, pacing, description, sensory language and others. Students will utilize peer review sessions to reflect on their use of these creative skills and ideas and to determine ways to enhance their writing.

### NJ SEL Competencies

#### Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

#### Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



## Culturally Relevant Connections

- The House on Mango Street by Sandra Cisneros is a unit text that is written from the perspective of teenage Latina, Esperanza Cordero who struggles with her life in a Chicano and Puerto Rican neighborhood in Chicago.
- Walter Dean Myers, author of Fallen Angels is an award winning African American writer.
- New Directions by Maya Angelou- African American poet, singer, memoirist and civil rights activist.

## Accommodations

### Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Graphic Organizers
  - Use to make unit texts more comprehensible
  - Use with the essay drafting process
  - Example a. For writing option 1, provide students with a graphic organizer and have them write down key passages from their unit story of choice in the left column and then those same passages from another character's perspective in the right column.
- Provide sentence stems where necessary both for writing and speaking tasks
- For vocabulary study, adjust the reading factor preference to 2.0 to give extended time. If student needs additional support, enable the 'Needs extra help' preference as well. [LINK](#)

### ELL:

- Provide graphic/ visual supports as frequently as possible
- Provide sentence starters/ frames for writing tasks
- Provide L's with effective models of writing (i.e. student samples, teacher-created sample, samples pulled from)

## Enrichment

- Extended learning goals:



- ⇒ For students who move quickly through the performance task and show initiative with the creative writing process, work with Mrs. Malsbury to enter the essay into a young writers contest.
- ⇒ Students who finish the essay early could connect with Miss Polizzi to create artwork to go with their narrative.

## **Unit 2: Fate & Free Will and Good vs. Evil (Approx. 6 weeks)**

### Desired Outcomes

#### Established Goals: NJSL

1. To provide the students with the skills to access a variety of texts.
2. To provide students with the skills to introduce a topic and organize complex ideas in a literary analysis.
3. To utilize word study techniques such as context clues and word parts to determine the meaning of unfamiliar words.
4. To help students adapt their speech to a variety of contexts to share information.
5. To develop in the student an understanding of basic reading, writing, speaking, listening, and language skills.
6. To prepare the student for career and social skills.

#### NJSLS Standards

- 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.
- RL 9-10.5- Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
- RL 9-10.9- Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
- RL 9-1-10- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at



grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

- W 9-10.2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the
- SL 9-10.5- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- SL 9-10.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- L 9-10.3- Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- L 9-10.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.

#### Enduring Understandings:

- Readers use strategies to construct meaning.
- Readers develop a deeper understanding through evaluation of text.
- Recognizing literary features helps with understanding and appreciation of text.
- Writing is a multi-stage process.
- Writers have a purpose for writing.

#### Essential Questions:

- In what ways do choices affect our lives?
- Can fate be defied?
- In a culture where we are bombarded with ideas and images of "what we should be," how does one form an identity that remains true and authentic for him?
- In the face of adversity, what causes some to



- Word choice affects meaning.

- prevail and others to fail?
- What is the definition of a hero?
- How do the attributes of a hero change over time?
- Is there good and evil in everyone?
- Are people essentially good?
- What causes a society's perception of good and evil to change?

Students will know:

- An effective analysis is crafted using text evidence and thorough explanation.
- Strong readers determine what the text says explicitly and make inferences and connections.
- Author's choices impact the meaning and structure of a text.
- Writing can be strengthened by planning, revising, editing and rewriting.
- That context and word parts can help determine the meaning of unfamiliar words.
- To use context as a clue for the meaning of the word or phrase.
- How to clarify the meaning of unknown and multiple meaning words and phrases, choosing flexibly from a range of strategies.
- The meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- The cumulative impact of specific word choices on meaning and tone.

Students will be able to:

*Reading Literature*

- 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. [RL 9-10.2]
- Provide an objective summary of the text. [RL 9-10.2]
- Analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). [RL 9-10.5]
- Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare). [RL 9-10.9]





### *Writing*

- 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. [W 9-10.2]
- 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. [W 9-10.2]
- 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. [W 9-10.2]
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W 9-10.2]
- Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W 9-10.2]
- 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. [W 9-10.2]
- Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W 9-10.2]

### *Speaking and Listening*

- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. [SL 9-10.5]
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. [SL 9-10.6]

### *Language*

- Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. [L 9-10.3]
- Vary word choice and sentence structure to demonstrate an understanding of the influence of language. [L 9-10.3]
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L 9-10.5]
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L 9-10.5]
- Analyze nuances in the meaning of words with similar denotations. [L 9-10.5]



## Assessment Evidence

### Performance Task:

#### Literary Analysis

- (Senior portfolio task item)

### Required District/State Assessments:

- LinkIT NJSLA Benchmark Assessment
- NJSLA

### Suggested Formative/Summative Assessments:

- Writing prompts
- Journals
- Oral presentations
- Tests/quizzes
- Class discussion
- Self-assessment
- Peer review

## Learning Plan

### Learning Activities:

#### Vocabulary

- Membean
  - Train on Membean at least 45 minutes per week (in class or assigned for homework)
  - Vocabulary will also be addressed within the context of this theme through the reading and writing activities listed.

#### Literary Analysis Performance Task

- This is the senior portfolio task item- it is a literary analysis essay using "The Masque of the Red Death" by Edgar Allan Poe. Should students need to complete a portfolio for graduation, this essay will be pulled to submit to the state.



## Other Learning Activities

- Teachers will facilitate self-selected reading where students read a book of their choice for a set amount of time during the class period. Fifteen minutes of reading time is optimal at least three days per week. Activities like book talks, book snaps, and conferencing can be utilized to showcase what students are reading in a less intimidating way than a book report or assessment.
- Write a literary analysis essay explaining how an author's choices concerning how to structure a text, order events within it, and manipulate time (pacing, flashbacks, parallel plots) create such effects as tension, mystery or surprise.
- Write a literary analysis essay that explains how complex characters are developed, advance the plot, and develop the theme over the course of the text. Choose characters who have multiple or conflicting motivations.
- Write a literary analysis essay explaining how a theme emerges and is shaped and refined by specific details over the course of a text.
- Start of class warm-ups (daily activities; journal entries; vocabulary practice).
- Reading and careful analysis of short and/or longer works of fiction with focus on author's purpose, word choice, use of literary elements.
- Annotate readings -trace development of characters and theme.
- Practice close reading strategies.
- Discuss readings (class, small groups, socratic circles).
- Research topics related to in-class readings, projects or extended research paper.
- Writings that focus on analysis of text with development of narrative technique.
- Proofread and edit writing assignments. (Self-edit; Peer-edit; conference with teacher).
- Vocabulary will also be addressed within the context of this theme through the reading and writing activities listed.

## Selected Texts:

### Extended Fiction

- Purple Hibiscus (novel)
- Romeo and Juliet (play)
- Oedipus (play)\*also in honors curriculum



## Short Stories

- The Most Dangerous Game (short story)
- The Gift of the Magi- O'Henry (short story)
- The Necklace- Guy de'Maupassant (short story)
- The Lottery- Shirley Jackson (short story)
- The Devil and Tom Walker- Washington Irving (short story)
- The Masque of the Red Death (short story)-this is the passage for the performance task essay
- Other select Poe stories (9th grade lit book)

## Poetry

- The Road Not Taken (poem) \*rhyme and meter
- Macavity: The Mystery Cat - T.S. Eliot (poem) \*rhyme and meter
- Maggie and milly and molly and may -E.E. Cummings (poem) \*rhyme and meter
- I Wandered Lonely as a Cloud-William Wordsworth (poem) \*figurative language
- All Watched Over by Machines of Loving Grace-Richard Brautigan (poem) \*figurative language
- The War Against the Trees-Stanley Kunitz (poem) \*figurative language
- Analysis of Baseball-May Swenson (poem) \*sound devices
- The Bells - Edgar Allen Poe (poem) \*sound devices
- Slam, Dunk, & Hook-Yusef Komunyakaa (poem) \*sound devices
- Jabberwocky - Lewis Carroll (poem) \*sound devices
- There is No Word for Goodbye -Mary Tall Mountain (poem) \*imagery
- Daily -Naomi Shihab Nye (poem) \*imagery
- Hope - David T. Hilburn (poem) \*imagery
- Other Poe works (poems)

## Informational Text

- "How the Internet Came to Be" (search on [commonlit.org](http://commonlit.org))
- "The Danger of a Single Story" (search on [commonlit.org](http://commonlit.org))
- \*\*Additional fiction and nonfiction texts can be found by visiting [commonlit.org](http://commonlit.org)



## Related Standards

### Interdisciplinary connections

#### Social Studies Connection

##### Expansion and Reform (6.1.12.HistoryCC.3.a)

- Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Example: In this unit, teachers may have students read Shakespeare and/or Poe. As part of an anticipatory set or summative assignment, students may consider how these works of literature had a hand in shaping contemporary American culture over different time periods.

### Technology (NJSLs Career Readiness, Life Literacies, and Key Skills)

#### Technology Literacy (9.4.12.TL.3)

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

Example: As a culminating activity, teachers may have students participate in a Socratic Seminar. This may be enhanced with a digital component where students can utilize a back channel to have a discussion thread as an inner circle of students facilitate a discussion in the classroom in real time. At the end of the seminar, teachers can have students analyze the effectiveness of the process and quality of the collaborative environment they just participated in. This could be done through a survey.

### 21st Century Skills (NJSLs Career Readiness, Life Literacies, and Key Skills)

#### Critical Thinking and Problem-Solving (9.4.12.CT.2)

- Explain the potential benefits of collaborating to enhance critical thinking and problem solving

Example: Teachers may choose to have students work in literature circles either in the study of Shakespeare's



*Romeo and Juliet* or in the study of other curricular texts. As students work in collaborative groups, students can periodically self-reflect and consider the potential benefits of collaborating to enhance critical thinking and problem solving.

### NJ SEL Competencies

#### Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

#### Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### Culturally Relevant Connections

- Author Chimamanda Ngozi Adichie, author of *Purple Hibiscus* is a Nigerian writer who explores problems that arise when a person is facing two cultures that are complete opposites from each other.
- 'The Danger of a Single Story' by Chimamanda Ngozi Adichie
- Author Adichie supports LGBT rights in Africa; in 2014, when Nigeria passed an anti-homosexuality bill, she was among the Nigerian writers who objected to the law, calling it unconstitutional and "a strange priority to a country with so many real problems", stating that a crime is a crime for a reason because a crime has victims, and that since consensual homosexual conduct between adults does not constitute a crime, the law is unjust.

### Accommodations

Special Education/ 504/ At Risk Students  
Accommodations & Modifications:

ELL:

- Flashcards: one side English / other side student's



- Use of graphic novel for Romeo & Juliet
- Graphic Organizer for informational text structures
- Preview comprehension questions
- Use of plot diagram or story map for narrative writing
- For vocabulary study, adjust the reading factor preference to 2.0 to give extended time. If the student needs additional support, enable the 'Needs extra help' preference as well. [LINK](#)

- native language
- Chunk assignments
- Use visual cues

### Enrichment

- Extended learning goals:
  - ⇒ Students can utilize Newsela and/or CommonLit.org to self-select passages to read and complete questions/ writing assignments
  - ⇒ In response to The Danger of a Single Story - students respond to a written prompt: "Write about a time that you falsely judged someone or a group through the lens of a single story? How were you wrong in your judgements and what made you realize this?"

## Unit 3: Alienation and the Struggle for Equality (Approx. 6 weeks)

### Desired Outcomes

#### Established Goals: NJSL

1. To provide the students with the skills to read and analyze narrative texts.
2. To provide students with the skills to craft narrative writing.
3. To consider a work's structure, style, and themes as well as smaller scale elements such as the use of figurative language, imagery, symbolism, and tone.



4. To utilize word study techniques such as context clues and word parts to determine the meaning of unfamiliar words.
5. To help students adapt their speech to a variety of contexts to share information.
6. To develop an understanding of basic reading, writing, speaking, listening, and language skills.
7. To prepare the student for career and social skills.

#### NJSLS Standards

- 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).
- RI 9-10.1- Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI 9-10.2- Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI 9-10.3- 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.
- RI 9-10.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI 9-10.5- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI 9-10.6- Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
- RI 9-10.7- Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- RI 9-10.8- Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- RI 9-10.9- 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

- RI 9-10.10- By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
- W 9-10.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
- W 9-10.7- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W 9-10.8- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W 9-10.9- Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”). B. Apply grades 9–10 Reading standards to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- W 9-10.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL 9-10.2- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL 9-10.3- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false



reasoning or distorted evidence.

- SL 9-10.4- Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- L 9-10.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L 9-10.6- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Enduring Understandings:

- Readers use strategies to construct meaning.
- Readers develop a deeper understanding through evaluation of text.
- Recognizing literary features helps with understanding and appreciation of text.
- Writing is a multi-stage process.
- Writers have a purpose for writing.
- Word choice affects meaning.

#### Essential Questions:

- What delineates the moment when a child becomes an adult?
- What does it mean to 'come of age'?
- How do our childhood experiences influence the adult we become?
- What turning points determine our individual pathways to adulthood?

#### Students will know:

- Text evidence will support analysis.
- Techniques such as well-chosen details, vivid description, sensory language, dialogue, and pacing will contribute to a strong narrative essay.



- Author's choices impact the meaning and structure of a text.
- Writing can be strengthened by planning, revising, editing, rewriting or trying a new approach.
- Collaborative discussion involves being prepared and responding to diverse perspectives
- Context and word parts can help determine the meaning of unfamiliar words.
- Writing and speaking can be strengthened through new and varying vocabulary

Students will be able to:

*Reading Literature*

- 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). [W 9-10.7]

*Reading Informational*

- Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. [RI 9-10.1]
- Determine a central idea of a text and analyze how it is developed and refined by specific details. [RI 9-10.2]
- Provide an objective summary of the text. [RI 9-10.2]
- 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. [RI 9-10.3]
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI 9-10.4]
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI 9-10.5]
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose. [RI 9-10.6]
- Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. [RI 9-10.7]
- Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. [RI 9-10.8]
- 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. [RI 9-10.9]

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

### *Writing*

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W 9-10.1]
- 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. [W 9-10.1]
- 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. [W 9-10.1]
- 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. [W 9-10.1]
- 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. [W 9-10.1]
- Provide a concluding paragraph or section that supports the argument presented. [W 9-10.1]
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W 9-10.7]
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). [W 9-10.8]
- Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. [W 9-10.9]
- 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. [W 9-10.10]

### *Speaking and Listening*

- Integrate multiple sources of information presented in diverse media formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. [SL 9-10.2]
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. [SL 9-10.3]
- Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. [SL 9-10.4]

### *Language*

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L 9-10.4]
- 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. [L 9-10.6]

## Assessment Evidence

### Performance Task:

Research Simulation Task Essay

- Write an essay that identifies a primary argument in each text that you have read. Your essay should

### Required District/State Assessments:

- LinkIT NJSLA Benchmark Assessment
- NJSLA

### Suggested Formative/Summative Assessments:



explain how effectively you think each author supported that claim with reasoning and/or evidence. Be sure to use evidence from the three texts to support your ideas.

- [Text 1](#)
- [Text 2](#)
- [Text 3](#)

- Writing prompts
- Journals
- Oral presentations
- Tests/quizzes
- Class discussion
- Self-assessment
- Peer review

## Learning Plan

### Learning Activities:

#### Vocabulary

- Membean
- Train on Membean at least 45 minutes per week (in class or assigned for homework)
- Vocabulary will also be addressed within the context of this theme through the reading and writing activities listed.

#### Research Simulation Performance Task

- Write an essay that identifies a primary argument in each text that you have read. Your essay should explain how effectively you think each author supported that claim with reasoning and/or evidence. Be sure to use evidence from the three texts to support your ideas.
  - [Text 1](#)
  - [Text 2](#)
  - [Text 3](#)

#### Other Learning Activities



- Teachers will facilitate self-selected reading where students read a book of their choice for a set amount of time during the class period. Fifteen minutes of reading time is optimal at least three days per week. Activities like book talks, book snaps, and conferencing can be utilized to showcase what students are reading in a less intimidating way than a book report or assessment.
- Start of class warm-ups (daily activities; journal entries; vocabulary practice). \*Use Membean or Sadlier Vocabulary books.
- Reading and careful analysis of short and/or longer works of fiction with focus on author's purpose, word choice, use of literary elements.
- Annotate readings -trace development of characters and theme.
- Practice close reading strategies.
- Discuss readings (class, small groups, socratic circles).
- Research topics related to in-class readings, projects or extended research paper.
- Writings that focus on analysis of text with development of narrative technique.
- Proofread and edit writing assignments. (Self-edit; Peer-edit; conference with teacher).
- Vocabulary will also be addressed within the context of this theme through the reading and writing activities listed.

#### Selected Texts:

- Letter from Birmingham Jail (letter)
- I Have a Dream (speech)
- Procon.org (resource for teacher-selected articles)
- Newsela (resource for teacher-selected articles)
- Commonlit.org (resource for teacher-selected articles)
- The Science of Branding Unit.pdf
- ReadWorks.org (resource for teacher-selected articles)
- Tweentribune.com (resource for teachers to make student profiles)
- "I'm a Flint Resident. I'm done paying for water that is not safe" by Tunde Olaniran 2018
- Help-Giving by Set to Go (commonlit.org)
- What are Climate and Climate Change Newsela Article.pdf
- [Why Marshlands Are the Perfect Lab for Studying Climate Change | Science | Smithsonian Magazine](#)



## Related Standards

### Interdisciplinary connections

#### Social Studies Connections

##### Revolution and the New Nation (6.1.12.History CC.2.b)

- Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

Example: Have students brainstorm their prior knowledge on the importance of documents like “Letter from Birmingham Jail” and “I Have a Dream” speech before unpacking them in the unit.

### Technology (NJSLs Career Readiness, Life Literacies, and Key Skills)

#### Technology Literacy (9.4.12.TL.1)

- Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Example: Teachers can review and provide students with various digital tools to produce their narrative performance task. Teachers can encourage students to assess digital tools for accessibility, capacity and utility for drafting, revising and editing their essay to make an informed decision on what would best suit their needs.

### 21st Century Skills (NJSLs Career Readiness, Life Literacies, and Key Skills)

#### Information and Media Literacy (9.4.12.IML.7)


- Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.





Example: For the performance task, students are asked to evaluate various sources on the societal/ ethical issue of vaping and and develop an argument to support a claim in a research simulation-style essay.

### Climate Change

- Teachers may have students read and respond to any of the linked articles on Climate change. Students can be encouraged to share their thinking through a writing piece, through small group or whole group discussion, or through another collaborative sharing activity.
  -  What are Climate and Climate Change Newsela Article.pdf
  - [Why Marshlands Are the Perfect Lab for Studying Climate Change | Science | Smithsonian Magazine](#)

### NJ SEL Competencies

- Social Awareness
- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### Culturally Relevant Connections

- Martin Luther King's "I Have a Dream Speech"
- Various articles addressing Climate Change

### Accommodations

#### Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Pre-teach vocabulary of foundational documents
- Provide checklists for self-assessment in writing tasks
- Adjust reading level for informational texts in

#### ELL:

- Adjust question wait time, structure, and language complexity
- Offer alternative ways to answer questions( e.g. graphic organizers, sentence frames, and drawings)



Newsela

- Venn diagram for unit vocabulary acquisition

### Enrichment

- Extended learning goals:
  - ⇒ FDR Fireside Chats - use to compare to current issues in the U.S.

# Appendix A: Culturally Relevant Pedagogy Examples

## BUILDING EQUITY IN YOUR TEACHING PRACTICE

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

CONTENT INTEGRATION	KNOWLEDGE CONSTRUCTION	PREJUDICE REDUCTION	EQUITABLE PEDAGOGY	EMPOWERING SCHOOL CULTURE
Teachers use examples and content from a variety of cultures & groups.	Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.	Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.	Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.	Using the other four dimensions to create a safe and healthy educational environment for all.
<p>This unit / lesson is connected to other topics explored with students.</p> <p>There are multiple viewpoints reflected in the content of this unit / lesson.</p> <p>The materials and resources are reflective of the diverse identities and experiences of students.</p> <p>The content affirms students, as well as exposes them to experiences other than their own.</p>	<p>This unit / lesson provides context to the history of privilege and oppression.</p> <p>This unit / lesson addresses power relationships.</p> <p>This unit / lesson help students to develop research and critical thinking skills.</p> <p>This curriculum creates windows and mirrors* for students.</p>	<p>This unit / lesson help students question and unpack biases &amp; stereotypes.</p> <p>This unit / lesson help students examine, research and question information and sources.</p> <p>The curriculum encourage discussion and understanding about the groups of people being represented.</p> <p>This unit / lesson challenges dominant perspectives.</p>	<p>The instruction has been modified to meet the needs of each student.</p> <p>Students feel respected and their cultural identities are valued.</p> <p>Additional supports have been provided for students to become successful and independent learners.</p> <p>Opportunities are provided for student to reflect on their learning and provide feedback.</p>	<p>There are opportunities for students to connect with the community.</p> <p>My classroom is welcoming and supportive for all students?</p> <p>I am aware of and sensitive to the needs of my students and their families.</p> <p>There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.</p>

Developed by Karla E. Vigil. Adapted with permission from James A. Banks, CULTURAL DIVERSITY AND EDUCATION: FOUNDATIONS, CURRICULUM, AND TEACHING (6th edition), New York: Routledge, 2016, page 5 and Gordon School Institute on Multicultural Practice.



# Appendix B: English Language Learners

## WIDA Levels:

At the given level of English language proficiency, English language learners will process, understand, produce or use

<b>6- Reaching</b>	<ul style="list-style-type: none"> <li>Specialized or technical language reflective of the content areas at grade level</li> <li>A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>Oral or written communication in English comparable to proficient English peers</li> </ul>
<b>5- Bridging</b>	<ul style="list-style-type: none"> <li>Specialized or technical language of the content areas</li> <li>A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</li> </ul>
<b>4- Expanding</b>	<ul style="list-style-type: none"> <li>Specific and some technical language of the content areas</li> <li>A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support</li> </ul>
<b>3- Developing</b>	<ul style="list-style-type: none"> <li>General and some specific language of the content areas</li> <li>Expanded sentences in oral interaction or written paragraphs</li> <li>Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</li> </ul>
<b>2- Beginning</b>	<ul style="list-style-type: none"> <li>General language related to the content area</li> <li>Phrases or short sentences</li> <li>Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support</li> </ul>
<b>1- Entering</b>	<ul style="list-style-type: none"> <li>Pictorial or graphic representation of the language of the content areas</li> <li>Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</li> </ul>



## Language Development Supports For English Language Learners To Increase Comprehension and Communication Skills

Environment	
<ul style="list-style-type: none"> <li>• Welcoming and stress-free</li> <li>• Respectful of linguistic and cultural diversity</li> <li>• Honors students' background knowledge</li> <li>• Sets clear and high expectations</li> <li>• Includes routines and norms</li> <li>• Is thinking-focused vs. answer-seeking</li> <li>• Offers multiple modalities to engage in content learning and to demonstrate understanding</li> <li>• Includes explicit instruction of specific language targets</li> <li>• Provides participation techniques to include all learners</li> </ul>	<ul style="list-style-type: none"> <li>• Integrates learning centers and games in a meaningful way</li> <li>• Provides opportunities to practice and refine receptive and productive skills in English as a new language</li> <li>• Integrates meaning and purposeful tasks/activities that:               <ul style="list-style-type: none"> <li>○ Are accessible by all students through multiple entry points</li> <li>○ Are relevant to students' lives and cultural experiences</li> <li>○ Build on prior mathematical learning</li> <li>○ Demonstrate high cognitive demand</li> <li>○ Offer multiple strategies for solutions</li> <li>○ Allow for a language learning experience in addition to content</li> </ul> </li> </ul>

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
<ul style="list-style-type: none"> <li>• Real-life objects (realia) or concrete objects</li> <li>• Physical models</li> <li>• Manipulatives</li> <li>• Pictures &amp; photographs</li> <li>• Visual representations or models such as diagrams or drawings</li> <li>• Videos &amp; films</li> <li>• Newspapers or magazines</li> <li>• Gestures</li> <li>• Physical movements</li> <li>• Music &amp; songs</li> </ul>	<ul style="list-style-type: none"> <li>• Graphs</li> <li>• Charts</li> <li>• Timelines</li> <li>• Number lines</li> <li>• Graphic organizers</li> <li>• Graphing paper</li> </ul>	<ul style="list-style-type: none"> <li>• In a whole group</li> <li>• In a small group</li> <li>• With a partner such as <i>Turn-and-Talk</i></li> <li>• In pairs as a group (first, two pairs work independently, then they form a group of four)</li> <li>• In triads</li> <li>• Cooperative learning structures such as <i>Think-Pair-Share</i></li> <li>• Interactive websites or software</li> <li>• With a mentor or coach</li> </ul>	<ul style="list-style-type: none"> <li>• Labeling</li> <li>• Students' native language</li> <li>• Modeling</li> <li>• Repetitions</li> <li>• Paraphrasing</li> <li>• Summarizing</li> <li>• Guiding questions</li> <li>• Clarifying questions</li> <li>• Probing questions</li> <li>• Leveled questions such as <i>What? When? Where? How? Why?</i></li> <li>• Questioning prompts &amp; cues</li> <li>• Word Banks</li> <li>• Sentence starters</li> <li>• Sentence frames</li> <li>• Discussion frames</li> <li>• Talk moves, including <i>Wait Time</i></li> </ul>

\*from *Understanding the WIDA English Language Proficiency Standards. A Resource Guide*. 2007 Edition.. Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium—[www.wida.us](http://www.wida.us).

Galina (Halla) Jmourko, ESOL Coach, PGCPs; 2015, Rvsd. 2016



# Appendix C: Differentiated Instruction

Strategies to accommodate based on student individual needs::

1. Time/General
  - a. Extra time for assigned tasks
  - b. Adjust length of assignment
  - c. Timeline with due dates for reports and projects
  - d. Communication system between home and school
  - e. Provide lecture notes/outline
2. Processing
  - a. Extra Response time
  - b. Have students verbalize steps
  - c. Repeat, clarify or reword directions
  - d. Mini-breaks between tasks
  - e. Provide a warning for transitions
  - f. Partnering
3. Comprehension
  - a. Precise processes for balanced math instructional model
  - b. Short manageable tasks
  - c. Brief and concrete directions
  - d. Provide immediate feedback
  - e. Small group instruction
  - f. Emphasize multi-sensory learning
4. Recall
  - a. Teacher-made checklist
  - b. Use visual graphic organizers
  - c. Reference resources to promote independence
  - d. Visual and verbal reminders
  - e. Graphic organizers
5. Assistive Technology
  - a. Computer/whiteboard
  - b. Tape recorder
  - c. Video Tape
6. Tests/Quizzes/Grading
  - a. Extended time
  - b. Study guides
  - c. Shortened tests
  - d. Read directions aloud
7. Behavior/Attention
  - a. Consistent daily structured routine
  - b. Simple and clear classroom rules
  - c. Frequent feedback
8. Organization
  - a. Individual daily planner
  - b. Display a written agenda
  - c. Note-taking assistance
  - d. Color code materials





## Appendix D: Enrichment

What is the purpose of enrichment?

The purpose of enrichment is to provide extended learning opportunities and challenges to students who have already mastered, or can quickly master, the basic curriculum. Enrichment gives the student more time to study concepts with greater depth, breadth, and complexity.

- Enrichment also provides opportunities for students to pursue learning in their own areas of interest and strengths.
- Enrichment keeps advanced students engaged and supports their accelerated academic needs.
- Enrichment provides the most appropriate answer to the question, “What do you do when the student already knows it?”

Enrichment is ...	Enrichment is not...
<ul style="list-style-type: none"><li>• Planned and purposeful</li><li>• Different, or differentiated, work – not just more work</li><li>• Responsive to students’ needs and situations</li><li>• A promotion of high-level thinking skills and making connections within content</li><li>• The ability to apply different or multiple strategies to the content</li><li>• The ability to synthesize concepts and make real world and cross curricular connections</li><li>• Elevated contextual complexity</li><li>• Sometimes independent activities, sometimes direct instruction</li><li>• Inquiry based or open-ended assignments and projects</li><li>• Using supplementary materials in addition to the normal range of resources</li><li>• Choices for students</li><li>• Tiered/Multi-level activities with flexible groups (may change daily or weekly)</li></ul>	<ul style="list-style-type: none"><li>• Just for gifted students (some gifted students may need intervention in some areas just as some other students may need frequent enrichment)</li><li>• Worksheets that are more of the same (busywork)</li><li>• Random assignments, games, or puzzles not connected to the content areas or areas of student interest</li><li>• Extra homework</li><li>• A package that is the same for everyone</li><li>• Thinking skills taught in isolation</li><li>• Unstructured free time</li></ul>



# Appendix E: Resources

## **Textbooks:**

Prentice Hall Literature: Timeless Voices, Timeless Themes. Prentice Hall, 2002. (Gold, Maroon and Green versions)

Prentice Hall Literature: Timeless Voices Timeless Themes: World Literature. Prentice Hall, 2001

Wiggins, Grant P. *Prentice Hall Literature Common Core Edition*. Pearson/Prentice Hall, 2012.





## Appendix F: Climate Change Curriculum Statement

With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the 2016 NJSLS-English Language Arts (ELA) and Mathematics do not have specific climate change standards, districts may want to consider how they can design interdisciplinary climate change units that incorporate relevant ELA and mathematics standards.

Components of this are tagged throughout the curriculum as appropriate under the “Related Standards” section in each unit.