

Wayne

Township Public Schools

Wayne, New Jersey

English / Language Arts

English

Grade 9

August 2022

Revised

Dr. Mark Toback, Superintendent

Mrs. Donna Reichman, Assistant Superintendent

This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Language Arts 9
Unit Plan Title:	UNIT 1: The Thematic Exploration of Good Versus Evil
Time Frame	10 Weeks

Anchor Standards/Domain*

English Language Arts Standards for Reading

Key Ideas and Details

- R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

- R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

English Language Arts Standards for Writing

Text Types and Purposes*

- W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

W10. 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.

English Language Arts Standards for Speaking and Listening

Comprehension and Collaboration

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

English Language Arts Standards for Language

Conventions of Standard English

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L5. Demonstrate understanding of word relationships and nuances in word meanings.

Progress Indicator Standard Number(s)

English Language Arts, Standards for Reading Literature, Grades 9-10

Key Ideas and Details

- 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.9-10.2. 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.9-10.3. 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.

Craft and Structure

- 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.

Integration of Knowledge and Ideas

- 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*).

Range of Reading and Level of Text Complexity

- RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

English Language Arts Standards for Informational Texts

Key Ideas and Details

- 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.

Craft and Structure

- 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.

Range of Reading and Level of Text Complexity

- 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.

English Language Arts, Standard for Writing, Grades 9-10

Text Types and Purposes

Text Types and Purposes

- 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.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

- 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.

Research to Build and Present Knowledge

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

Range of Writing

- 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.

English Language Arts, Standards for Speaking and Listening, Grades 9-10

Comprehension and Collaboration

- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 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.

English Language Arts, Standards for Language, Grades 9-10

Conventions of Standard English

- 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.

Vocabulary Acquisition and Use

- L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

Career Readiness and Interdisciplinary Connections

Career Ready Practices

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Career Readiness Standards

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Interdisciplinary Connections - Social Studies

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Unit Summary

Throughout this unit, students will continue to build on their understanding of the theme of good versus evil in literature and society. Students will discuss the basic premise of what makes a character good or evil and to what extent society impacts this development. To continue improving analysis skills, students will identify and discuss how various literary devices are utilized. Students will continue to develop their writing skills as they work on persuasive, expository, and narrative assignments.

Essential Question(s)

- Can good and evil coexist?
- Can an inherently good person make evil choices?
- Are certain people born evil, or is it a result of their society and upbringing?
- Can power lead to evil doings?
- Who determines what is inherently good versus what is inherently evil?
- How do writers create narrative, expository, or persuasive pieces that provoke thought to impact the reader, i.e teaching a lesson?
- How does an understanding of the social and historical context of a literary work contribute to its interpretation and analysis?
- How do writers use the elements of fiction and style to accomplish a desired effect or theme?
- Why is it important to consider the consequences of actions?
- How do rules shape a society, and allow good to exist over evil?
- Why can it be dangerous for human beings to become desensitized?
- What is the impact of fear on society?

Enduring Understandings

- Good and evil will exist in all levels of society, spanning the political, familial, educational and personal spheres.
- Individuals are presented with opportunities to annihilate evil and embrace the good; however, these decisions can be complex.
- Leaders will present themselves in all societies, and they will have different motives and agendas.
- Rules are necessary to keep a society in order; however, rules need to be reexamined as society progresses.
- Human beings can be desensitized by their experiences and inevitably perpetuate evil.

- When a human being is suddenly given absolute power, this can potentially lead to evil / corruption.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
21st Century Themes

*Indicate whether these skills are **E-Encouraged**,
T-Taught, or **A-Assessed** in this unit by marking **E, T, A**
on the line before the appropriate skill.*

21st Century Skills

<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Define and identify fiction literary devices
 - Point of view
 - Internal and external conflict
 - Theme
 - Suspense
- Analyze characters to determine what makes them good or evil
- Identify issues in a text
- Consider what the author is trying to say
- Engage effectively in a variety of collaborative discussions
- Identify, define, and interpret various forms of figurative language
- Compose vivid descriptions of characters and setting
- Students will be able to analyze the role the setting (environment, society, or government) has on the decisions of the characters and plot development and make connections to real world examples.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Reading

Students will examine varied text structures on the same theme and discuss how the structure affects the meaning.

(For example, *Lord of the Flies* and “The Poison Tree”)

Students will compare and contrast a text and a film version of the same work and evaluate the impact of the changes on the reader.

Honors Adaptation: Students will create new ideas by synthesizing those from the unit and an independent reading selection.

Writing

Five-paragraph essay*

Ongoing formative assessments (i.e. conferencing)

Write for a sustained period, changing the point of view. Does this change impact theme?

Additional assessments may include but are not limited to the following:

Required unit test*

Teacher created tests and quizzes

Journal entries

Presentations

Exploratory research project

Honors Adaptation: Research and writing will be accomplished on an independent level, with higher expectations and more challenging topics.

Teaching and Learning Activities - May include but not limited to

Activities

Activities denoted with an * address the skills outline in the [Career Ready Practices standards](#)

- Compare the effects of internal and external conflict as it relates to theme
- Analyze a text by citing textual evidence and making inferences*
- Discuss and respond to text orally and in writing
- Make connection between theme development and characters, setting, plot
- Analyze the effect of point of view as it relates to theme
- Make personal and/or societal connections to the characters, plot, conflict*
- Justify/support opinions using personal experience and textual evidence*
- Analyze the extent to which a film or live production stays faithful to the text
- Write about personal reactions to the decisions made by characters
- Present a current day account which demonstrates the theme of good versus evil
- Utilize technology in the classroom, such as Microsoft Power Point, database research, Windows Movie Maker, Microsoft Publisher, and Web Quests, Google Docs *
- Write and record a digital section/chapter adding artwork, photos, and music to help enhance the theme*
- Organize a debate concerning the validity of the outcome of a work*
- With *Animal Farm*, explore how the impact of the economic history of Russia caused societal changes and how that influenced the dystopian writing.*
- Write a reaction to a novel utilizing a different genre, such as writing a poem or a dramatic scene

	<ul style="list-style-type: none"> - Peer-edit student writing for parallel structure, types of phrases and clauses, grammar, spelling, punctuation, and paragraph structure - Create a presentation using Google Slides to demonstrate the theme - Cooperatively create a group presentation using Google Docs to demonstrate the theme* - Write and edit work so that it conforms to MLA standards and guidelines - Write a creative piece reacting to a literary work in part or whole* - Identify new vocabulary words in a work of literature, and be able to comprehend their meanings and utilize them in writing - Review novels demonstrating the theme using websites such as Kahoot and Quizlet
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Mixed grouping by interest or ability ● Leveled materials and tiered assignments ● Small group or one-to-one remediation as necessary ● Guided research during projects and papers ● Guided comprehension using direct instruction of reading strategies – before, during and after reading ● Guided reading questions before during and after to improve comprehension ● Monitor metacognition (thinking about one’s thinking) ● Guided visualization ● Access prior knowledge ● Guided summary ● Audio version of literature with or without read along material ● Support concepts with video with or without read along material ● Provide options for performance assessments <ul style="list-style-type: none"> ○ Projects ○ Alternative test formats ○ Varied writing formats ○ Presentations ○ Oral assessments ● Allow the use of technological support whenever possible/necessary – computers, word processors, tablets, and/or other mobile devices ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Craft additional leads and endings for mentor texts ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson

[Differentiation Strategies for Special Education Students](#)
[Differentiation Strategies for Gifted and Talented Students](#)
[Differentiation Strategies for ELL Students](#)
[Differentiation Strategies for At Risk Students](#)

Honors

Teachers may utilize additional works

Resources

- *Lord of the Flies** by William Golding
- *The Chocolate War* by Robert Cormier
- *Animal Farm* by George Orwell
- Informational text about the Russian Revolution to accompany *Animal Farm* (for example: <http://www.flowofhistory.com/units/etc/19/FC129>)
- *A Separate Peace* by John Knowles
- *Julius Caesar* by William Shakespeare
- *Siddartha* by Hermann Hesse
- Informational text about the life of Julius Caesar to accompany *Julius Caesar* (for example: <http://www.notablebiographies.com/Br-Ca/Caesar-Julius.html>)
- Film Versions of Chosen Novels
- McDougall Littel Literature Textbook: Grade 9, Pearson, 2000
- Coming of Age Short Story Anthology
- Assorted short stories of similar literary merit from the Internet, literary magazines or anthologies
 - “Young Goodman Brown” – Nathaniel Hawthorne
 - The Possibility of Evil - Shirley Jackson
 - The Lottery - Shirley Jackson
 - Button, Button - Richard Matheson
 - The Black Cat - Edgar Allan Poe
 - Harrison Bergeron - Kurt Vonnegut
 - Tomorrow and Tomorrow and Tomorrow - Kurt Vonnegut
- Write Source Textbook
- Assorted poems of similar literary merit from the Internet, literary magazines or anthologies
- Assorted plays of similar literary merit from the Internet, literary magazines or anthologies

Technology Resources:

- Available Technology including Chromebooks, Google Classroom, Google Apps, Turnitin.com
- Library Research Databases
- Websites:
 - Common Lit.com
 - Youtube.com
 - Kahoot.com
 - Quizlet.com

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Language Arts Literacy Block 9
Unit Plan Title:	UNIT 2: The Thematic Exploration of Appearance Versus Reality
Time Frame	10 Weeks

Anchor Standards/Domain

English Language Arts Standards for Reading

Key Ideas and Details

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.9-10.2. 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)

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Integration of Knowledge and Ideas

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

English Language Arts Standards for Writing

Text Types and Purposes*

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.

Production and Distribution of Writing

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

Range of Writing

W10. 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.

English Language Arts Standards for Speaking and Listening

Comprehension and Collaboration

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL2. 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.

SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts Standards for Language

Conventions of Standard English

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L5. Demonstrate understanding of word relationships and nuances in word meanings.

L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Progress Indicator Standard Number(s)

English Language Arts Standards for Reading

Key Ideas and Details

- 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.9-10.2. 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.9-10.3. 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.

Craft and Structure

- 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.9-10.5. 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).

Integration of Knowledge and Ideas

- RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
- RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

- RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

English Language Arts Standards for Informational Texts

Key Ideas and Details

- 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.

Craft and Structure

- 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.

Range of Reading and Level of Text Complexity

- RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

English Language Arts Standards for Writing

Text Types and Purposes

- 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 follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

- 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.

Range of Writing

- 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

English Language Arts Standards for Speaking and Listening

Comprehension and Collaboration

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
 - C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.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.

Presentation of Knowledge and Ideas

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

English Language Arts Standards for Language

Conventions of Standard English

- 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.

Knowledge of Language

- 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.

Vocabulary Acquisition and Use

- L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - B. Analyze nuances in the meaning of words with similar denotations.
- 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.

Career Readiness and Interdisciplinary Connections

Career Readiness Practices

Act as a responsible and contributing citizen and employee.

Apply appropriate academic and technical skills.

Communicate clearly and effectively and with reason.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity.

Work productively in teams while using cultural global competence.

Career Readiness Practices

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Unit Summary

Throughout this unit, students will continue to build on their understanding of the theme of appearance versus reality in literature and society. Students will focus on how a writer's style contributes to the overall development of the theme. This unit will focus on creative thinking and writing, and students will be able to write original stories and poems inspired by the integrated texts.

Essential Question(s)

- How can appearance versus reality be discerned?
- Does fulfilling our dreams really change reality, or is it just perception?
- Is perception actually reality?
- What external or internal forces influence our perceptions or our reality?
- Are judgments on a person's appearance or behavior based on perception or reality?
- To what extent is our behavior controlled by consequences?
- How does expanding one's vocabulary enhance one's life?
- How can a reliable/unreliable narrator change our perception of the occurrences in a novel or work?

Enduring Understandings

- One must not "judge a book by its cover" without examining the contents.
- Things are not always what they seem, so we must question and examine consequences before making a decision.
- Since we cannot take any outcome for granted, we must embrace the mystery of life.
- Not all narrators are reliable, and we must consider this concept as we read works told in first-person point of view.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are <i>E-Encouraged</i> , <i>T-Taught</i> , or <i>A-Assessed</i> in this unit by marking <i>E, T, A</i> on the line before the appropriate skill. 21 st Century Skills	
<input type="checkbox"/> E	Global Awareness	<input type="checkbox"/> E,T,A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E,T,A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E,T,A	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E,T,A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Compare and contrast appearance versus reality in a literary work
- Analyze what external or internal influences may impact perceptions
- Engage effectively in a series of classroom discussions pertaining to the text
- Trace how the author uses viewpoint to lead the reader to certain conclusions
- Students will be able to analyze the role the setting (environment, society, or government) has on the decisions of the characters and plot development and make connections to real world examples.
- Comprehend the following literary terms:
 - Magical Realism
 - Mystery / Suspense
 - Science Fiction
 - Theme
 - Characterization
 - Conflict
 - Setting
 - Plot
 - Protagonist / Antagonist
 - Irony
 - Foreshadowing
 - Connotation / Denotation
 - Point of View
 - Writing Style

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Reading

- Students will examine varied text structures on the same theme and discuss how the structure affects the meaning (For example, *Flowers for Algernon* and *Ender's Game*.)
- Students will compare and contrast a text and film version of the same work and evaluate the impact of the changes on the reader.

Honors Adaptation: Students may read additional works to expand upon the same theme, such as *Taming of the Shrew* or *Twelfth Night* by Shakespeare.

Writing

- Focus on creative writing, such as writing an original short story or poem, using creativity and originality*
- Students will imitate a style of writing from a selected writer
- Students will be able to write dialogue and use punctuation and grammar correctly
- Ongoing formative assessments (i.e. conferencing)
- Additional assessments may include but are not limited to the following:

Required unit test*

Teacher created tests and quizzes

Journal entries

Presentations

Honors Adaptation: Students will write a greater amount of creative works for assessment, and the topics will be more challenging. The writing process will also be more independent.

Teaching and Learning Activities – May include but not limited to

Activities

Activities denoted with an * address the skills outline in the [Career Ready Practices standards](#)

- Discuss and respond to text orally and in writing*
- As a pre-reading strategy, students will write about an experience when their own perception was discovered to be different from reality
- Identify the elements of magical realism in a short story
- Identify the theme of appearance versus reality in the selection and share views and ideas with the class
- Write about personal reactions to a work of literature
- Write a short story using dialogue that develops the theme of appearance versus reality
- Write a poem using literary devices that develops the theme of appearance versus reality
- Students will peer-edit creative work of their classmates using Google Docs to work collaboratively*
- Students will share their creative work to the class*
- Compare and contrast how the theme of appearance versus reality is developed in both literature and film
- Compare and contrast two different works with the same theme
- Focus on descriptive writing, including imagery, figurative language, mood, and vivid language
- Students will read in a large group as well as reading silently
- Technology will be integrated into the unit by using research and possible Internet resources*
- Students will research artists that represent certain genres of literature (for example, magical realism artists can be researched to demonstrate the genre through a different medium) and create presentations in Google Slides*

	<ul style="list-style-type: none"> ● Students will participate in a mock trial to “prosecute” the antagonist of a story (ex. Prosecuting Colonel Graff in <i>Ender’s Game</i>)*
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Mixed grouping by interest or ability ● Leveled materials and tiered assignments ● Small group or one-to-one remediation as necessary ● Guided research during projects and papers ● Guided comprehension using direct instruction of reading strategies – before, during and after reading <ul style="list-style-type: none"> ○ Monitor metacognition (thinking about one’s thinking) ○ Guided visualization ○ Access prior knowledge ○ Guided summary ● Audio version of literature with or without read along material ● Support concepts with video with or without read along material ● Provide options for performance assessments <ul style="list-style-type: none"> ○ Projects ○ Alternative test formats ○ Varied writing formats ○ Presentations ○ Oral assessments ● Allow the use of technological support whenever possible/necessary – computers, word processors, tablets, and/or other mobile devices ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Craft additional leads and endings for mentor texts ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p>
<p><i>Honors</i></p>	<ul style="list-style-type: none"> ● More texts will be integrated into the curriculum ● Students’ writing assignments will contain higher level analysis
<p>Resources</p>	
<ul style="list-style-type: none"> ● Assorted short stories of similar literary merit from the Internet, literary magazines or anthologies <ul style="list-style-type: none"> ○ “The Utterly Perfect Murder” - Ray Bradbury 	

- o “The Most Dangerous Game” – Richard Connell
- o “The Necklace” – Guy de Maupassant
- o “The Very Old Man with the Enormous Wings” - Gabriel García Márquez
- o “Full Circle” - Sue Grafton
- o “Young Goodman Brown” – Nathaniel Hawthorne
- o “In the Family” - Maria Elena Illano
- o “The Lottery” - Shirley Jackson
- o “The Possibility of Evil” - Shirley Jackson
- o “The Black Cat” -Poe
- o “The Cask of Amontillado” – Edgar Allan Poe
- o “Button, Button” - Richard Matheson
- o “The Masque of the Red Death” – Edgar Allan Poe
- o “The Interlopers” -Saki
- o “The Open Window” - Saki
- o “Harrison Bergeron” - Kurt Vonnegut
- o “The Package” - Kurt Vonnegut
- Assorted poems of similar literary merit from the Internet, literary magazines or anthologies
- Assorted plays of similar literary merit from the Internet, literary magazines or anthologies
- *Twilight Zone* - television series
- *X-Files* – television series
- *Big Fish* – film adaptation

Technology Resources:

- Available Technology including Chromebooks, Google Classroom, Google Apps, Turnitin.com
- Library Research Databases
- Websites:
 - o Common Lit.com
 - o Youtube.com
 - o Kahoot.com
 - o Quizlet.com

Wayne School District
Curriculum Format

Content Area/ Grade Level/ Course:	Language Arts 9
Unit Plan Title:	UNIT 3: The Thematic Exploration of Heroism and Traditional Forms
Time Frame	10 Weeks

Anchor Standards/Domain*

English Language Arts Standards for Reading

Key Ideas and Details

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

Craft and Structure

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

English Language Arts Standards for Writing

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

Range of Writing

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.

English Language Arts Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

English Language Arts Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,

analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Progress Indicator Standard Numbers

English Language Arts, Standards for Reading Grades 9-10

Key Ideas and Details

- 1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- 10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

English Language Arts, Standards for Writing, Grades 9-10

Text Types and Purposes

- 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- 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.

English Language Arts, Standards for Speaking and Listening, Grades 9-10

Comprehension and Collaboration

- 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

English Language Arts, Standards for Language, Grades 9-10

Conventions of Standard English

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5. Demonstrate understanding of word relationships and nuances in word meanings.

Career Readiness and Interdisciplinary Connections

Career Readiness Practices

Act as a responsible and contributing citizen and employee.

Apply appropriate academic and technical skills.

Communicate clearly and effectively and with reason.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity.

Work productively in teams while using cultural global competence.

Career Readiness Practices

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

1.1.12prof.CR3a).

Interdisciplinary Standards - Social Studies

6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

Unit Summary

Throughout this unit, students will focus on the defining qualities of a hero as he embarks on an emotionally and physically challenging journey. The form of the epic poem will be examined. Beliefs of the ancient Greeks will be researched and explored in conjunction with the epic. Students will also explore the meaning of the word “myth” and comprehend how myths shape our society and culture.

Essential Question(s)

- What does it mean to be a hero?
- What qualities does a hero have?
- How does a hero make a difference?
- Do the qualities of a hero change over time?
- Can a hero have a flaw?
- What is a myth?
- How have myths shaped our understanding of the world?
- How have myths been integrated into modern culture?
- How can a journey be emotional, mental, and physical?
- Has the concept of heroism evolved over the years?

Enduring Understandings

- Life is a journey that presents challenging situations in which we must make possibly life-changing decisions.
- Heroes are not without flaws.
- Mythology of the ancient Greeks contains lessons that can be applied in modern times.
- Heroes embody the traits of bravery and courage.
- Even a hero cannot act independently and sometimes needs the help of others.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21 st Century Themes		21 st Century Skills	
E	Global Awareness	E,T,A	Creativity and Innovation
	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
	Health Literacy	E,T,A	Communication
E	Civic Literacy	E,T,A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Compare and contrast an epic hero with a modern-day hero
- Analyze the extent to which the obstacles a hero faces on a journey impact his attitude
- Although the Greeks have their own myths, myths from other cultures also exist.
- Students will be able to analyze the role the setting (environment, society, or government) has on the decisions of the characters and plot development and make connections to real world examples.
- Comprehend the following literary terms:
 - Epic
 - Epic hero
 - Allusion
 - Epithet
 - Epic simile
 - Foreshadowing
 - Imagery
 - Irony
 - Conflict
 - Characterization
 - Point of view
 - Poetic devices
 - Symbolism
 - Themes

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Reading

- Students will examine varied text structures on the same theme and discuss how the structure affects the meaning* (For example, *The Odyssey*)
- Students will read and comprehend a variety of Greek myths.
- Students will compare and contrast a text and film version of the same work and evaluate the compact of the changes on the reader.

Honors Adaptation – In regards to *The Odyssey*, students will be exposed to a much greater portion of the full text.

Writing

- Focus on the typical subjects in mythology, using creativity and originality
- Focus on the writing of a five-paragraph essay, utilizing textual support
- Persuasive writing will be focused on in a creative project

● Additional assessments may include but are not limited to:

- Teacher created tests and quizzes*
- Journal entries
- Presentations

Teaching and Learning Activities – May include but not limited to

Activities

Activities denoted with an * address the skills outline in the [Career Ready Practices standards](#)

- Discuss and respond to a text orally and in writing*
- As a pre-reading strategy, students will read Greek myths and be able to respond to them in writing
- Identify the Olympian gods and goddesses and understand their responsibilities and symbols
- Write a journal entry about the character traits of a hero
- Research a current hero and present characteristics in Google Slides or other presentation software/site.*
- Write an original myth containing at least one Olympian god or goddess and use artwork to demonstrate this god or goddess*
- Create an original travel brochure including persuasive writing and images*
- Read the poem “Penelope” and understand the gender inequality in *The Odyssey**
- Write a poem from the viewpoint of one of the minor characters in *The Odyssey*
- Write a five-paragraph essay using MLA format and textual support*
- Create a technology based presentation based on research*
- Research a minor Greek god or goddess and present findings in writing
- Define new vocabulary words from the text and understand them in context*

Differentiation Strategies

- Mixed grouping by interest or ability
- Leveled materials and tiered assignments
- Small group or one-to-one remediation as necessary
- Guided research during projects and papers
- Guided comprehension using direct instruction of reading strategies – before, during and after reading
 - Monitor metacognition (thinking about one’s thinking)
 - Guided visualization
 - Access prior knowledge
 - Guided summary
- Audio version of literature with or without read along material
- Support concepts with video with or without read along material
- Provide options for performance assessments
 - Projects
 - Alternative test formats
 - Varied writing formats
 - Presentations

	<ul style="list-style-type: none"> ○ Oral assessments ● Allow the use of technological support whenever possible/necessary – computers, word processors, tablets, and/or other mobile devices ● Allow the use of technological support whenever possible/necessary – computers, word processors, tablets, and/or other mobile devices ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Craft additional leads and endings for mentor texts ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p>
<p><i>Honors</i></p>	<ul style="list-style-type: none"> ● Honors students will read a greater portion of <i>The Odyssey</i> from the Robert Fagles translation ● Students’ writing assignments will contain higher level analysis

Resources

- *The Odyssey* by Homer (the Fitzgerald and Fagles translations are available)
- *Myth and Meaning* Anthology of Greek Myths
- McDougall Littel Literature Textbook: Grade 9, Pearson, 2000
- Other collected mythology resources for a variety of cultures. (i.e. Northern Europe, Middle Eastern, etc.)
- *The Odyssey* - Hallmark film version
- *Troy* by Adele Geras
- *Going After Cacciato* by Tim O’Brien
- *Winesburg, Ohio* by Anderson
- Assorted short stories of similar literary merit from the Internet, literary magazines or anthologies
 - Where Have You Gone Charming Billy? - Tim O’Brien
 - Two Kinds - Amy Tan
 - Through the Tunnel - Doris Lessing
 - The Black Cat - Edgar Allan Poe
 - Harrison Bergeron - Kurt Vonnegut
 - Brothers are the Same - Beryl Markham
 - In the Family - Maria Elena Illano
- Assorted poems of similar literary merit from the Internet, literary magazines or anthologies
- Assorted plays of similar literary merit from the Internet, literary magazines or anthologies
- Write Source Textbook

Technology Resources:

- Available Technology including Chromebooks, Google Classroom, Google Apps, Turnitin.com
- Library Research Databases
- Websites:
 - Common Lit.com
 - Youtube.com
 - Kahoot.com
 - Quizlet.com

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Language Arts 9
Unit Plan Title:	UNIT 4: The Thematic Exploration of Human Relationships
Time Frame	10 Weeks

Anchor Standards/Domain*

English Language Arts Standards for Reading

Key Ideas and Details

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.9-10.2. 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.9-10.3. 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.

Craft and Structure

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.9-10.5. 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.9-10.6. 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.

Integration of Knowledge and Ideas

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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

English Language Arts Standards for Writing

Text Types and Purposes*

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Writing

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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.

English Language Arts Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Standard Number(s)

English Language Arts Standards for Reading

Key Ideas and Details

- 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.9-10.2. 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.9-10.3. 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.

Craft and Structure

- 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.9-10.5. 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.9-10.6. 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.

Integration of Knowledge and Ideas

- RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).
- RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

- RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

English Language Arts Standards for Informational Texts

Key Ideas and Details

- 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.

Craft and Structure

- 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.

Integration of Knowledge and Ideas

- 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.

Range of Reading and Level of Text Complexity

- 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.

English Language Arts Standards for Writing

Text Types and Purposes

- 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.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

- 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.

Research to Build and Present Knowledge

- 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”).

Range of Writing

- 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.

English Language Arts Standards for Speaking and Listening

Comprehension and Collaboration

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
 - C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.9-10.2. 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.

Presentation of Knowledge and Ideas

- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

English Language Arts Standards for Language

Conventions of Standard English

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 1. Use parallel structure.
 - 2. 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.

Knowledge of Language

- 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.

Vocabulary Acquisition and Use

- L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - B. Analyze nuances in the meaning of words with similar denotations.
- 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.

Career Readiness and Interdisciplinary Connections

Career Readiness Practices

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Career Readiness Standards

- 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Interdisciplinary Standards

6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.

Unit Summary

Throughout this unit, students will continue to build on their understanding of the theme of human relationships, tolerance, and the dangers of holding a grudge. Discussion can be facilitated regarding the extent to which the relationships in the texts reflect students' own experiences and observations. Students will consider whether these relationships are formed by society or their own decisions.

Essential Question(s)

- What is a healthy relationship?
- What are the dangers of keeping a secret?
- How can impulsivity be dangerous?
- How do our personal weaknesses impact relationships?
- What influence do our parents have in shaping our decisions and relationships?
- What is the difference between love and infatuation?
- How does fate shape our destiny?
- What are the elements of a tragedy?
- Is love at first sight possible?
- Does age affect love?

Enduring Understandings

- One must always think about the consequences of their decisions before acting.
- Tolerance and understanding are important for healthy relationships.
- Open communication is imperative within a family.
- One should always seek counsel before acting impulsively.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
21st Century Themes

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.*

		21 st Century Skills	
E	Global Awareness	E,T,A	Creativity and Innovation
	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
E	Health Literacy	E,T,A	Communication
E	Civic Literacy	E,T,A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Understand the concept of a drama and how the elements differ from a novel
- Perform a dramatic interpretation of the text for the class
- Study the time period in which the author lived and how it influenced the text (Shakespeare, Cormier)
- Write both creatively and analytically about the text, using support
- Engage effectively in a series of classroom discussions pertaining to the text
- Identify, interpret, and define various forms of figurative language
- Students will be able to analyze the role the setting (environment, society, or government) has on the decisions of the characters and plot development and make connections to real world examples.
- Comprehend the following literary terms:
 - Tragedy
 - Dramatic, situational, and verbal irony
 - Iambic pentameter
 - Foreshadowing
 - Soliloquy
 - Aside
 - Comic Relief
 - Foil Characters
 - Allusion
 - Conflict
 - Prologue
 - Chorus
 - Tragic flaw
 - Personification
 - Metaphor
 - Imagery
 - Theme
 - Characterization
 - Protagonist
 - Antagonist

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Reading

- Students will examine varied text structures on the same theme and discuss how the structure affects the meaning (For example, *Romeo and Juliet* and the *Chocolate War*.)
- Students will compare and contrast a text and film version of the same work and evaluate the impact of the changes on the reader.

Honors Adaptation: Students may read additional works to expand upon the same theme (example: *The Sound of Waves* or *West Side Story*)

Writing

- Focus on analytical writing using support from the text and integrated quotations
- Ongoing formative assessments (i.e. conferencing)
- Additional assessments may include but are not limited to the following:
 - Required unit test*
 - Teacher created tests and quizzes
 - Journal entries
 - Presentations

Honors Adaptation: Students will write a greater amount of creative works for assessment, and the topics will be more challenging. The writing process will also be more independent.

Teaching and Learning Activities – May include but not limited to

Activities

Activities denoted with an * address the skills outline in the [Career Ready Practices standards](#).

- Discuss and respond to text orally and in writing*
- As a pre-reading strategy, students will discuss their own relationships with family members and friends, as well as their perception of love
- Identify the elements of a tragedy
- Identify the theme of human relationships in the text
- Write about personal reactions to a work of literature
- Dramatize the prologue of *Romeo and Juliet* utilizing gestures to enhance the meaning of drama*
- Write an alternate ending to a scene from the text*
- Write an original sonnet*
- Examine a Shakespearean sonnet and connect it with a character
- Students will peer-edit creative work of their classmates*
- Students will share their creative work to the class*
- Compare and contrast how the theme of human relationships is developed in both literature and film
- Compare and contrast two different works with the same theme
- Focus on descriptive writing, including imagery, figurative language, mood, and vivid language
- Students will read in a large group as well as reading silently, choose roles, and perform a scene
- Technology will be integrated into the unit by using research and possible Internet resources*

	<ul style="list-style-type: none"> ● Research the life of the author and the time period in which he lived* ● Participate in a mock trial to “prosecute” a culprit in the story (example – Friar Lawrence in <i>Romeo and Juliet</i> and Brother Leon in <i>The Chocolate War</i>)* ● Examine the ethical problems faced by the characters in the chocolate sale and compare to a real world legal case involving business ethics (insider trading, Enron Scandal, Anti Trust laws, etc).* ● Read a Martin Luther King speech (for example “Loving your Enemies” and apply the concept of tolerance to <i>Romeo and Juliet</i>*) ● Watch a documentary on Shakespeare’s life and additionally read a biographical account
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Mixed grouping by interest or ability ● Leveled materials and tiered assignments ● Small group or one-to-one remediation as necessary ● Guided research during projects and papers ● Guided comprehension using direct instruction of reading strategies – before, during and after reading <ul style="list-style-type: none"> ○ Monitor metacognition (thinking about one’s thinking) ○ Guided visualization ○ Access prior knowledge ○ Guided summary ● Audio version of literature with or without read along material ● Support concepts with video with or without read along material ● Provide options for performance assessments <ul style="list-style-type: none"> ○ Projects ○ Alternative test formats ○ Varied writing formats ○ Presentations ○ Performance of scenes ○ Oral assessments ● Allow the use of technological support whenever possible/necessary – computers, word processors, tablets, and/or other mobile devices ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Craft additional leads and endings for mentor texts ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p>

Differentiation Strategies for At Risk Students

Honors

- More texts will be integrated into the curriculum
- Students' writing assignments will contain higher level analysis

Resources

- *Romeo and Juliet** by William Shakespeare
- *The Sound of Waves* by Yukio Mishima
- *West Side Story* by Arthur Laurents
- *The Chocolate War* by Robert Cormier
- *A Separate Peace* by John Knowles
- *Ethan Frome* by Edith Wharton
- *Cyrano de Bergerac* by Rostand
- *Demian* by Hermann Hesse
- *Growing Up* by Baker
- *If You Come Softly* by Jaqueline Woodson
- *Shakespeare in the Classroom* documentary
- *Loving your Enemies* by Martin Luther King, Jr.
http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_loving_your_enemies/
- The film versions of *Romeo and Juliet* (Franco Zeffirelli and Baz Luhrmann)
- The film version of *West Side Story* (Jerome Robbins)
- Assorted short stories of similar literary merit from the Internet, literary magazines or anthologies
 - Marigolds - Eugenia Collier
 - The Package, Tomorrow and Tomorrow and Tomorrow, Harrison Bergeron - Kurt Vonnegut
 - The Interlopers - Saki
 - The Very Old Man with the Enormous Wings - Gabriel García Márquez
 - The Osage Orange Tree - William Stafford
 - Initiation - Sylvia Plath
 - The Beginning of Something - Sue Ellen Bridgers
 - Through the Tunnel - Doris Lessing
 - The Scarlet Ibis - James Hurst
 - The Possibility of Evil - Shirley Jackson
 - The Utterly Perfect Murder - Ray Bradbury
 - To Build a Fire - Jack London
 - Button, Button - Richard Matheson
 - Two Kinds C, D - Amy Tan
 - The Story of an Hour – Kate Chopin
 - American History – Judith Ortiz Cofer
 - The Necklace – Guy de Maupassant
 - The Cask of Amontillado – Edgar Allan Poe
- Assorted poems of similar literary merit from the Internet, literary magazines or anthologies
- Assorted plays of similar literary merit from the Internet, literary magazines or anthologies

Technology Resources:

- Available Technology including Chromebooks, Google Classroom, Google Apps, Turnitin.com
- Library Research Databases
- Websites:

- o [Common Lit.com](https://www.commonlit.com/)
- o [Youtube.com](https://www.youtube.com/)
- o [Kahoot.com](https://www.kahoot.com/)
- o [Quizlet.com](https://www.quizlet.com/)