

Pine Hill Public Schools Curriculum

Content Area:		Language Arts Literacy	
Course Title/ Grade Level:		English 9 Advanced	
Unit 1:	Literary Elements, Plot, Character and The Short Story	Month:	September/October
Unit 2:	<i>To Kill a Mockingbird</i> and the Southern/African American Experience in the Depression: Loss of Innocence	Month:	November/December
Unit 3:	Epic Poetry: Epic Heroism	Month:	January
Unit 4:	Drama: Fate And Free Will	Month:	February/March
Unit 5:	Literary Nonfiction: Reflection and Expression (the Memoir, the Essay, and the Speech)	Month:	April/May
Unit 6:	Poetry: Figurative Language, Poetic Elements and Theme	Month:	May/June
BOE Approval Date:		08/27/2013	

**Pine Hill Public Schools
Language Arts Literacy Curriculum**

Unit Title: Literary Elements, Plot, Character and The Short Story		Unit #: 1
Course or Grade Level: 9 Advanced		Length of Time: 8 weeks Marking Period 1
Date Created: June 26, 2013		BOE Approval Date:
Pacing	8 weeks	
Essential Questions	<ul style="list-style-type: none"> • Theme: Is conflict necessary (Unit 2)? Can truth change ()? • How do authors communicate? • How do authors use literary elements to communicate? • How do authors use textual supports to develop their thesis? • How can we infer character from plot and literary elements? 	
Content	<ul style="list-style-type: none"> • Plot Elements (exposition, inciting moment, rising action, climax, falling action, resolution, denouement) • Characterization • Conflict (Internal/External) • Symbolism/Allegory • Figurative Language • Imagery • Setting • Irony • Point of View • Thesis sentences • Make Predictions • Author's Purpose • Comparing Themes • Make Inferences • Cause and Effect • Nouns: common, proper, concrete, abstract, countable, collective, compound, possessive, gerunds • Verbs: principal parts of verbs, especially irregular past and past participles; simple, perfect, and progressive tenses; agreement of subject and verb, especially with collective nouns • Writing Focus – Expository Writing, Narrative Writing 	
Skills	<ul style="list-style-type: none"> • Identify components of a plot • Break down story components and apply to plot map • Identify narrative voice and point of view and apply to story • Analyze how authors create and convey setting in the short story • Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion 	

	<ul style="list-style-type: none"> • Use textual support in written and verbal analysis • Infer character based on text • Analyze how characters' motives develop throughout text • Identify literary elements • Analyze how the literary elements communicate plot, theme and purpose. • Select a paragraph from the writing sample and identify all the verbs and nouns, all declensions • Analyze summer reading • Oral presentation/speaking skills
<p>Assessments</p>	<p><i>Units 1 & 2 Assessments in Prentice Hall Text</i> Writing about the Big Question – p. 2, p. 194 Anecdote – p. 41 Critique – p. 71 Journal Entries – p. 123 Character Profile – p. 151 Alternative Ending – p. 255 News Report – p. 281 Autobiographical Narrative – p. 94 Problem & Solution Essay – p. 172 Cause & Effect Essay – p. 402 Vocabulary Practice – pre/during selection Critical Thinking Questions – during/end of selection Tests – end of selection Open-ended Responses</p> <p><i>Accelerated Reader Quizzes</i> Summer Reading & Independent Reading</p> <p><i>Benchmark Assessments</i> Test on the skills and common core standards covered in this unit. Use 4 and 6 point NJ Holistic Scoring Rubric.</p> <p><i>Informative Writing:</i> Select a short story and write an essay that analyzes how a particular literary element plays a part in the essence and workings of one of the chosen stories. State your thesis clearly and include at least three pieces of evidence to support it. Possible blog sharing and feedback. And/Or: Is Montresor (from Poe's "The Cask of Amontillado") a reliable narrator considering point of view? State the thesis clearly and cite at least three reasons from the text to support your argument. Consider literary elements such as narrative point of view, irony and symbolism. The Seminar Question may also be used as an essay topic. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog [pending pilot] in order to get feedback from your classmates.</p>

<p>Interventions / differentiated instruction</p>	<p>Modifications/ Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of assignments or tests • Additional time for reading assignments • Time for repeated review or drill • Small groups • Reduction of paper/pencil tasks • Shortened assignments • Assignment notebooks • Study sheets/summary sheets/outlines of most important facts • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group • Include strategies aimed at assisting English Language Learners <p>~How to develop a lesson plan that includes Ells : http://www.colorincolorado.org/educators/content/lessonplan ~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010, http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews</p>
<p>Inter-disciplinary Connections</p>	<p>Art, Speaking and Listening</p> <ul style="list-style-type: none"> • How do artists create narratives? Select two works of art to view as a class. Compare the two works, focusing the discussion on the relationship between character and setting, and on how the artists combined these to suggest a narrative. • Look at a photograph, painting, or magazine ad for at least three minutes. On a piece of paper, draw two intersecting lines to make four squares: People, places, things and

	<p>ideas. In each square, list what you have seen by category. Discuss how each informs setting</p>
<p>Lesson Resources</p>	<ul style="list-style-type: none"> • Fiction & Nonfiction Selections labeled as both “Less Challenging” and “More Challenging” from Units 1 & 2 of Prentice Hall 9th Grade Textbook Relevant textual aids from Scholastic <i>UpFront</i> Magazine Informational Texts • Novel Student AR Selections Laurie Halse Anderson’s <i>Speak</i> <i>Optional: Markus Zusak’s The Book Thief</i> • Art Pablo Picasso, <i>Young Acrobat on a Ball</i> (1905) Tina Barney, <i>Marina’s Room</i> (1987) • Music <i>Night on Bald Mountain</i>
<p>Common Core Standards</p>	
<p>Grade 9 Standard: Reading Standards for Literature</p>	
<p>Strand(s): Reading Literature Writing Speaking and Listening Language</p>	
<p>Subgroup: RL: Key Ideas and Details</p>	<p>RL 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific detail; provide an objective summary of the text.</p> <p>RL 9-10.3: Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL9-10.5 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 such effects as mystery,</p>

	tension, or surprise. W9-10.6: Use technology, including internet, to produce and publish writing and to interact and collaborate with others.
Subgroup Writing	W9-10. 2a,b,c,d,e,f: 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.
Subgroup: Speaking and Listening	SL9-10.1a,b,c,d: 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. L9-10.1a,b: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. L9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. L9-10.4 a.b.c.d Determine clarify of 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. L9-10.5a,b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Subgroup: Language	

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

x	Creativity and Innovation		Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
x	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Language Arts Curriculum**

Unit Title: *To Kill a Mockingbird* and the Southern/African American Experience in the Depression: Loss of Innocence

Unit #: 2

Course or Grade Level: 9 Advanced

Length of Time: 6 weeks Marking Period 2

Date Created: June 27, 2013

BOE Approval Date:

Pacing

6 weeks

Essential Questions

- What are the connections between history and literature?
- How do authors use literary devices to convey theme?
- How do we infer character and character development based on text?
- What is loss of innocence?
- How does narrative point of view inform meaning?

Content

- Historical Context
- Themes: coming of age, loss of innocence, injustice/justice, racism
- Symbolism
- Imagery
- Dialect
- Point of view
- Hyperbole
- Setting
- Tone
- Suspense
- Make Inferences
- Make Predictions
- Characterization and analysis
- External/internal conflict
- Plot
- **Writing Focus** – Literary Analysis

Skills

- Make connections between history with text
- Infer and justify theme based on textual literary elements
- Infer characterization based on text with textual proof
- Identify literary elements in text
- Connect literary elements to theme
- Identify character conflict and provide textual support
- Improve vocabulary using complex sentence structure and parallelism. Review commas with adjective in a series and subordinate clauses. Select a nonfiction passage and highlight all the commas that are used in a series or for subordinate clauses.
- Make predictions based on text
- Write analytical essays analyzing theme with textual and historical support

Assessments

To Kill a Mockingbird Assessments

- Essay: Compare/contrast, analytical: Compare/contrast the film version with the book. Describe whether the film version is faithful to the novel focusing on the theme of loss of innocence. Cite evidence for why or why not, explaining why you think the film’s director chose to omit or emphasize certain events. State your these clearly and include at least three pieces of evidence to support your thesis. AND/OR:
- Essay: Informative Writing: Select a quotation from one of the characters in To Kill A Mockingbird and write an informative/explanatory essay that explains what the quotation reveals about the theme of loss of innocence in the book. State your thesis clearly and include at least three pieces of evidence to support it.
- Essay: Racism and prejudice; how do they affect the plot of the novel?
- Discussion: Is Scout a reliable narrator? Why/why not? Be sure to include at least three reasons or illustrative examples from the text to support your thesis. You may be given an opportunity to share your initial thoughts on a classroom blog in order to get feedback from your classmates.
- Tests/quizzes
- Short Answer responses
- Political analysis on modern day and historical racism
- Original poem/story based on highlighted theme
- Vocabulary Practice – pre/during selection
- Critical Thinking Questions – during/end of selection
- Tests – end of selection
- Open-ended Responses

Accelerated Reader Quizzes
To Kill a Mockingbird & Independent Reading

Benchmark Assessments
Test on the skills and common core standards covered in this unit.
Use 4 and 6 point NJ Holistic Scoring Rubric.

**Interventions/
Differentiated
Instruction**

Modifications/ Accommodations

- Extended time for completion of assignments or tests
- Additional time for reading assignments
- Time for repeated review or drill
- Small groups
- Reduction of paper/pencil tasks
- Shortened assignments
- Assignment notebooks
- Study sheets/summary sheets/outlines of most important facts
- Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.)
- Visual demonstrations
- Presentation of material in small steps

	<ul style="list-style-type: none"> • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • Peer editing/enhanced text/essays • Technology assistance in mechanics • Blogging/shared analysis • CITW strategies
Inter-disciplinary Connections	<ul style="list-style-type: none"> • PBS Documentary about Scottsboro Boys (History), original text (Martin Luther King Jr) • Historical nonfiction • Blogging/shared analysis • Historical speeches, photography
Lesson Resources	<ul style="list-style-type: none"> • Novel <i>To Kill a Mockingbird</i> (Harper Lee) • Additional Resources <ul style="list-style-type: none"> -“I Know Why The Caged Bird Sings” (Maya Angelou) -PBS Documentary on Scottsboro Boys -Brother, Can You Spare a Dime? The Great Depression of 1929-1933 (Milton Melzer) -Poets: Hughes, Langston, Angleou, Maya, Brooks, Gwendolyn -ART: “America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945” (Library of Congress) -Selected photographs by Dorothea Lange, taken for the Farm Security Administration -FILM: 1962 film version of <i>To Kill a Mockingbird</i>
Common Core Standards	
Grade: 9	
Strand(s): Reading Literature	
Subgroup: Key Ideas and Details	Standard #
	RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Strand: Reading Informational Text

Strand: Writing
Subgroup: Text Types and Purpose

Strand: Speaking and Listening
Subgroup: Comprehension and Collaboration

Strand: Language of Standards
Subgroup: Conventions of Standard English

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 detail; 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.

RIT.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.

W.9-10.2a,b,c,d,e,f: 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.

W9-10.6: Use technology, including internet, to produce and publish writing and to interact and collaborate with others.

SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

SL9-10.1a,b,c,d: 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.

L9-10.1a,b: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

L9-10.4 a.b.c.d Determine clarify of 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. L9-10.5a,b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Language Arts Curriculum	
Unit Title: Epic Poetry: Epic Heroism	Unit #: 3
Course or Grade Level: 9 Advanced	Length of Time: 4 weeks Marking Period 2
Date Created: 6/20/13	BOE Approval Date:
Pacing	4 weeks
Essential Questions	<ul style="list-style-type: none"> • Do heroes have responsibilities? • What is an epic hero and epic heroism? • What is an epic poem? • Why do myths matter?
Content	<ul style="list-style-type: none"> • Epic poetry • Epic heroism • Greek myths & inferred societal values • Components of epic poetry • Extended/epic metaphors/similes • Conjunctions: coordinating and subordinating
Skills	<ul style="list-style-type: none"> • Identify and explain the elements of an epic poem

	<ul style="list-style-type: none"> • Identify and explain the elements of an epic hero • Analyze the relationship between myths and epic poetry • Analyze the relationship between myths and societal values • Infer the values of ancient Greek culture and gods based on myth and text • Hone effective listening skills during oral presentations and class discussions • Identify the extended/epic metaphors and similes in epic poetry • Identify and explain alliteration in epic poetry • MLA research paper writing techniques; introduce MLA format and begin research <p>Terminology/Literary Elements:</p> <ul style="list-style-type: none"> • epic hero • epic poem • myth • extended metaphor and simile • allusion • archetype • chronological order • oral tradition • heroic couplet • thesis statement • evidence • Writing Focus – Compare & Contrast, MLA style
<p>Assessments</p>	<p><i>Units 6 Assessments in Prentice Hall Text</i> Epic Simile – p 1087 Compare & Contrast -p 1193, 1243, 1235 Research Writing – p 977,1002, 1007-1010 Analyze Primary sources – p 1210</p> <ul style="list-style-type: none"> • Creative project: Write an original epic poem, song or comic book based on the elements of an epic poem and with an epic hero demonstrating understanding of all the components. Present information to the class. • Select a passage and identify all the conjunctions. Explain what kind they are and why they are used. • Compare & contrast essay: Compare the treatment of epic heroism in the Odyssey with its treatment in one contemporary nonfiction account. Include at least three pieces of evidence to support your thesis. • Compare & contrast <i>Odyssey</i> to film <i>Oh Brother Where Art Thou</i> • Art: Describe the painting <i>Icarus</i>. Is Icarus an epic hero? Why/why not? • Music: Holst's the Planets, Jupiter. How does Holst convey the qualities of an epic hero in his music? Is music an effective way of conveying these qualities? Why/why not? • Discussions/Seminar: How do the roles of gods inform the ancient heroes? Would they have been epic heroes without gods? Why/why not?

	<p><i>Accelerated Reader Quizzes</i> Independent Reading</p> <p><i>Benchmark Assessments</i> Test on the skills and common core standards covered in this unit. Use 4 and 6 point NJ Holistic Scoring Rubric.</p>
<p>Interventions / differentiated instruction</p>	<p>Modifications/ Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of assignments or tests • Additional time for reading assignments • Time for repeated review or drill • Small groups • Reduction of paper/pencil tasks • Shortened assignments • Assignment notebooks • Study sheets/summary sheets/outlines of most important facts • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group • Include strategies aimed at assisting English Language Learners <p>~How to develop a lesson plan that includes Ells : http://www.colorincolorado.org/educators/content/lessonplan ~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010, http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews</p>

STRAND: Speaking and Listening
Subgroup: Comprehension and Collaboration

STRAND: Language
Subgroup: Conventions of Standard English

problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advance 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.

SL9-10.1a,b,c,d: 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.

L9-10.1a,b: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

L9-10.4 a.b.c.d Determine clarify of 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.

L9-10.5a,b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

L.9-10.1a,b: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation and

	<p>spelling when writing.</p> <p>L9-10.4 a.b.c.d Determine clarify of the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.</p> <p>L9-10.5a,b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Language Arts Literacy Curriculum**

Unit Title: Drama: Fate And Free Will		Unit #: 4
Course or Grade Level: 9 Advanced		Length of Time: 6 weeks Marking Period 3
Date Created: June 27, 2013		BOE Approval Date:
Pacing	6 weeks	
Essential Questions	<ul style="list-style-type: none"> • Big Question Unit 5: Do our differences define us? • What is the difference between fate and free will? • How does the playwright use dramatic irony for effect? • What is tragedy and comedy? • What are the elements of drama? • How do authors communicate character and theme with dialogue? 	

<p>Content</p>	<ul style="list-style-type: none"> ● Summarize ● Use Textual Aids ● Paraphrase ● Identify Cause & Effect ● Draw Conclusions ● Dialogue & Stage Directions ● Evaluate Sources ● Blank Verse ● Dramatic Speeches ● Dramatic Irony ● Tragedy and Motive ● Comparing Archetypal Themes ● Comedy ● Comparing Satire ● Participles & Participial Phrases ● Revising
<p>Skills</p>	<ul style="list-style-type: none"> ● Identify and explain the elements of drama in general, Shakespearean drama in particular ● Explain the structure of plot(s) and describe the dramatic techniques the playwright uses to advance them. ● Trace the development of major and minor characters and explain how characterization via dialogue advances the plot or theme. ● Analyze and identify the playwrights' use of irony and connect to theme. ● Identify poetic elements used in <i>Romeo and Juliet</i> and explain their effect. ● Complete research and writing of MLA paper/presentation
<p>Assessments</p>	<p><i>Unit 5 Assessments in Prentice Hall Text</i> Writing about the Big Question – p. 778 Editorial – p. 933 Persuasive Letter – p. 933 Play – p. 977 Research Report – p. 1002 How-to-Essay- p. 960 Staged Performance – p. 934 Mock Trial – p. 934 Film Review – p. 935 Multimedia Presentation- p. 935 Vocabulary Practice – pre/during selection Critical Thinking Questions – during/end of selection Tests – end of selection Open-ended Responses</p> <p><i>Accelerated Reader Quizzes</i></p>

	<p><i>Romeo & Juliet</i> and Independent Reading</p> <p>Benchmark Assessments Test on the skills and common core standards covered in this unit. Use 4 and 6 point NJ Holistic Scoring Rubric.</p> <p>Creative Project Rewrite scene from play in modern English and act out in front of class. Create a storyboard, soundtrack, film, etc. for the play</p> <p>Performance Select a passage or scene and act it out in front of the class. Read Shakespearean language aloud with the class.</p> <p>Research Power Point presentation of information researched. Stress citations and sources of reference.</p> <p>Inquiry-Based Learning Project See resources from Rowan Literacy Consortium. Students ask questions about larger issues within the play, investigate and research information, synthesize information in graphic organizers, and design a multimedia presentation on their findings and relating findings to the characters in the play.</p>
<p>Interventions/ Differentiated Instruction</p>	<p>Modifications/ Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of assignments or tests • Additional time for reading assignments • Time for repeated review or drill • Small groups • Reduction of paper/pencil tasks • Shortened assignments • Assignment notebooks • Study sheets/summary sheets/outlines of most important facts • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly

	<ul style="list-style-type: none"> • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group • Include strategies aimed at assisting English Language Learners <p>~How to develop a lesson plan that includes Ells : http://www.colorincolorado.org/educators/content/lessonplan ~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010, http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews</p>
Inter-disciplinary Connections	Art, History Geography History of Theatre (Shakespearian) Set up of physical theatre with diagrams (Globe) Historical Context – Shakespearean England & 15 th Century Italy
Lesson Resources	<ul style="list-style-type: none"> • Drama Selections from Unit 5 of Prentice Hall 9th Grade Textbook <i>Romeo and Juliet</i> – may read in part or use textual aids/other versions Relevant textual aids from Scholastic <i>UpFront</i> Magazine Informational Texts • Novel Begin <i>Anthem</i> (Ayn Rand) Student AR Selections • Additional Resources -“The Visual Artistry of Romeo and Juliet” -Recommended: Graphic Novel version of <i>Romeo and Juliet</i> (text accurate) -Franco Zeffereilli’s film <u>Romeo & Juliet</u>, Baz Luhrman’s <u>Romeo & Juliet</u>
Common Core Standards	
Grade 9 STANDARDS	
Strand: Reading Literature	
Subgroup: RL: Key Ideas and Details	Standard 1: RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9-10.5: Analyze how an author’s choices

<p>Craft and Structure</p> <p>Integration of Knowledge and Ideas</p> <p>STRAND: Reading Standards for Informational</p> <p>STRAND: Writing SUBGROUP: Text Types and Purposes</p>	<p>concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL.9-10.9: 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 or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W9-10.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advance searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the meaning.</p> <p>W9-10.6: Use technology, including internet, to produce and publish writing and to interact and collaborate with others.</p>
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<p>STRAND: Speaking and Listening SUBGROUP: Comprehension and Collaboration</p> <p>STRAND: Language SUBGROUP: Conventions of Standard English</p> <p>SUBGROUP: Vocabulary Acquisition and use</p>	<p>SL9-10.1a,b,c,d: 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.</p> <p>L9-10.1a,b: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>L9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <p>L9-10.4 a.b.c.d Determine clarify of the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.</p> <p>L9-10.5a,b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p>
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<u>21st Century Themes</u>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
x	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Language Arts Curriculum	
Unit Title: Literary Nonfiction: Reflection and Expression (the Memoir, the	Unit #: 5

Essay, and the Speech)		
Course or Grade Level: 9 Honors		Length of Time: 4 weeks Marking Period 4
Date Created: June 27, 2013		BOE Approval Date:
Pacing	4 weeks	
Essential Questions	<ul style="list-style-type: none"> • Big Question Unit 3: Is knowledge the same as understanding? • How are rhetorical strategies used to create an effect? • How do authors use devices to persuade or describe? • What are memoirs, autobiographies, and rhetorical strategies and why are they important? 	
Content	<ul style="list-style-type: none"> • Memoir • Autobiography • Article • Persuasive Essay • Persuasive Speech • Rhetorical Strategies • Pathos • Ethos • Literary Devices in Nonfiction • Main Idea • Generate Questions • Evaluate Persuasion • Author's Style • Punctuation: use of colon, semi colon, comma. • Writing Focus – Persuasive Essay 	
Skills	<ul style="list-style-type: none"> • Identify and explain the characteristics of a memoir. • Distinguish between an autobiography and memoir. • Identify and explain the effect of devices used in memoirs. • Identify and explain the characteristics of various types of essays (eg literary and narrative) • Identify and analyze the effect of rhetorical strategies in speeches such as alliteration, repetition, and extended metaphors. • Apply rhetorical strategies learned in this lesson to original essay writing projects. • Persuasive essay: analyze a court case or current situation and write a persuasive essay • Identify and apply punctuation in text and writing 	
Assessments	<p><i>Unit 3 Assessments in Prentice Hall Text</i> Writing about the Big Question – p. 424 Script – p. 489 Business Letter – p. 512 Editorial – p. 582 Vocabulary Practice – pre/during selection Critical Thinking Questions – during/end of selection Tests – end of selection Open-ended Responses</p>	

	<p><i>Accelerated Reader Quizzes</i> Independent Reading</p> <p><i>Monthly Writing Assessments</i> Independent writing topics stressing essay format, grammar, etc.</p> <p><i>Benchmark Assessments</i> Test on the skills and common core standards covered in this unit. Use 4 and 6 point NJ Holistic Scoring Rubric.</p> <p><i>Persuasive & Nonfiction Writing:</i></p> <ul style="list-style-type: none"> ● Baily O’Neill News report/legal case 2012 (or any current news case for persuasive writing analysis) – Cooperative Learning Research Project ● Write a memoir recounting a specific person, place, experience, event, work of art, or another specific thing, and convey its significance to you. Optional: Add a multimedia component to the media. ● Graphic organizer, short answer: Analyze uses of rhetorical devices and literary devices in various speeches and how they are used to best effect. ● Make a speech using rhetorical devices. Listening: Students will listen and analyze the speech for rhetorical devices and strategy and will assess for effectiveness using specific supports from speech..
<p>Interventions/ Differentiated Instruction</p>	<p>Modifications/ Accommodations</p> <ul style="list-style-type: none"> ● Extended time for completion of assignments or tests ● Additional time for reading assignments ● Time for repeated review or drill ● Small groups ● Reduction of paper/pencil tasks ● Shortened assignments ● Assignment notebooks ● Study sheets/summary sheets/outlines of most important facts ● Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) ● Visual demonstrations ● Presentation of material in small steps ● Read or paraphrase subject matter ● Instructions/directions given in different channels (written, spoken, demonstration) ● Visual or multisensory materials ● Functional level materials ● Mnemonic aids/devices ● Overhead/outline for desk use ● Credit for class participation, effort and attendance ● Additional time for test preparation ● Review/testing matched to student pace ● Test directions read/explained thoroughly ● Oral, short-answer, modified tests

	<ul style="list-style-type: none"> • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group • Include strategies aimed at assisting English Language Learners <p>~How to develop a lesson plan that includes Ells : http://www.colorincolorado.org/educators/content/lessonplan ~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010, http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews</p>
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Blog entries for discussions • Technology and Multimedia Presentations • Art and music in poetry • Historical speeches
Lesson Resources	<ul style="list-style-type: none"> • Nonfiction Selections labeled as “More Challenging” from Units 1 & 3 of Prentice Hall 9th Grade Textbook Relevant textual aids from Scholastic <i>UpFront</i> Magazine Informational Texts • Novel Student AR Selections • Vocabulary SAT Prep Vocabulary Words & Activities • Art Durer, “Self-Portrait at the age of 13” Picasso, “Self Portrait” Van Gogh, “Self-Portrait” Rembrandt, “Self-Portrait”
Common Core Standards	
Grade: 9	
Strand(s): Reading Literature	

Subgroup: Craft and Structure

STRAND: Reading Informational Text

Subgroup: Key Ideas and Details

STRAND: Writing

Subgroup: Text Types and Purposes

Standard

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 several 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).

RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.8 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.

RI.9-10.9: Analyze seminal U.S. 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”), including how they address related themes and concepts.

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.

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.

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

W9-10.7 Conduct short as well as more sustained research projects to answer a 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.

W9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advance

<p>STRAND: Speaking and Listening Subgroup: Comprehension and Elaboration</p> <p>STRAND: Language Subgroup: Conventions of Standard English</p>	<p>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.</p> <p>W9-10.6: Use technology, including internet, to produce and publish writing and to interact and collaborate with others.</p> <p>SL9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL9-10.1a,b,c,d: 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.</p> <p>L9-10.1a,b: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>L9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <p>L9-10.4 a.b.c.d Determine clarify of the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.</p> <p>L9-10.5a,b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
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21 st Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 st Century Skills							
X	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
x	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Language Arts Curriculum	
Unit Title: Poetry: Figurative Language, Poetic Elements and Theme	Unit #: 6
Course or Grade Level: 9 Advanced	Length of Time: 4 weeks Marking Period 4
Date Created: June 27, 2013	BOE Approval Date:
Pacing	4 weeks
Essential Questions	<ul style="list-style-type: none"> • Big Question Unit 4: How does communication change us? • What is poetry? • How do poets use poetic devices to communicate theme? • What is figurative language and how is it used in poetry? • How do we determine audience and purpose in poetry?
Content	<ul style="list-style-type: none"> • Poetic Forms • Poetic Themes • Audience and purpose • Paraphrase • Figurative Language • Sound Devices • Comparing Imagery • Rhyme & Meter • Prepositions and Adverbs
Skills	<ul style="list-style-type: none"> • Identify rhyme and types of rhyme, meter and types and meter, structure. • Recognize and explain the distinguishing characteristics or various kinds of poetry. • Define, identify and explain poetic devices in poems: metaphor, simile, imagery, alliteration, assonance, consonance & enjambment. Describe the ways they help reveal the theme(s) of the poem. • Infer and justify theme from poetic elements.

	<ul style="list-style-type: none"> Describe how poetry differs from prose and explain why authors would choose one form over another for a particular purpose.
Assessments	<p><i>Unit 4 Assessments in Prentice Hall Text</i> Writing about the Big Question – p. 604 Editorial – p. 667 Poem – p. 739 Description of a Scene – p. 641, p. 717 Modeling Poetry from Text Descriptive Essay – p. 686 Response to Literature – p. 756 Vocabulary Practice – pre/during selection Critical Thinking Questions – during/end of selection Tests – end of selection Open-ended Responses</p> <p><i>Accelerated Reader Quizzes</i> Independent Reading</p> <p><i>Benchmark Assessments</i> Test on the skills and common core standards covered in this unit. Use 4 and 6 point NJ Holistic Scoring Rubric.</p> <p><i>Creative Projects</i></p> <ul style="list-style-type: none"> Write several types of original poems; try to write one of each type of style taught in Unit 4 of Literature book. Poetry through Music power point presentation. Compare and contrast the poetic devices used in a selected poem and song. Research the background for each and present to the class. <p><i>Literary Analysis Projects</i></p> <ul style="list-style-type: none"> Poetic Analysis: For each poem, identify and explain: Speaker, Audience, Purpose, and Literary Elements. Explain how you know and how it feeds into theme. Short essay/poetry analysis: Select two poems with the same theme. Discuss the poems’ themes and the ways in which the poet’s use of all poetic devices. Compare and contrast the two poems in a concluding paragraph.
Interventions/ Differentiated Instruction	<p>Modifications/ Accommodations</p> <ul style="list-style-type: none"> Extended time for completion of assignments or tests Additional time for reading assignments Time for repeated review or drill Small groups Reduction of paper/pencil tasks Shortened assignments Assignment notebooks Study sheets/summary sheets/outlines of most important facts Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.)

	<ul style="list-style-type: none"> • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group • Include strategies aimed at assisting English Language Learners <p>~How to develop a lesson plan that includes Ells : http://www.colorincolorado.org/educators/content/lessonplan ~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010, http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews</p>
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Blog entries for discussions • Use of technology and multimedia projects • Art and music in poetry • CITW strategies
Lesson Resources	<ul style="list-style-type: none"> • Poetry Selections from Unit 4 of Prentice Hall 9th Grade Textbook Relevant textual aids from Scholastic <i>UpFront</i> Magazine Informational Texts • Novel Student AR Selections
Common Core Standards	
Grade: 9	
Strand(s): Reading Literature	
Subgroup: Craft and Structure	Standard # 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 several word choices

unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

L9-10.5a,b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

x	Creativity and Innovation	x	Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
x	Media Literacy		ICT Literacy		Life and Career Skills		