

**ELA Communications**  
**CURRICULUM GUIDE**  
**2019-2020**

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### **SCHOOL PHILOSOPHY AND MISSION:**

As a child-centered school, Academy Charter High School is dedicated to providing a challenging, nurturing environment in which each child's social and academic potential is maximized. The students who graduate from ACHS will have the self-esteem, self-discipline, intellectual curiosity and critical thinking skills to maintain their status as lifelong learners.

### **PURPOSE AND VISION:**

The purpose of the Academy Charter High School English-Language Arts (ELA) Curriculum Guide is to provide a blueprint for organizing instructional strategies, methodologies and activities that provide an opportunity for every child to meet and exceed the New Jersey Student Learning Standards. It will guide the implementation of the standards by specifying the design of instructional materials, curriculum and instructional strategies. The standards designate what to teach at specific grade levels, and this guide provides procedures and selected research-based approaches for implementing instruction to meet the diverse needs of the student population, including those with special learning needs and whose native language is other than English.

Educators will use the guide and the content standards as a road map for curriculum and instruction. The ultimate goal is cultivate global, independent thinkers by shifting classroom priorities from teaching to learning, with a focus on student outcomes. This paradigm shift in instructional trends from a teacher-directed model is designed to allow a student-centered learning environment to thrive. The guide will also:

- Provide a vertical and horizontal framework for content and skills in alignment with the standards and district benchmarks
- Provide student outcomes that are developmentally appropriate and measurable
- Provide a flexible framework within which teachers can design instructional strategies and models that address various learning styles for a more individualized student learning environment
- Present the Key Elements of content and skills for the purpose of creating an environment of Enduring Understanding through
- Essential Questions and student-centered learning scenarios
- Provide resources of Best Practices from which teachers can glean examples of instructional strategies upon which they can model their classes

Intentional cross curricular content connections will guide students through the learning process by the use of active learning techniques which include:

- Exploration & Discovery
- Project-based Learning (PBL)
- Essential Questioning
- Collaborative learning groups
- Learning stations

The English Language Arts Literacy Curriculum Guide provides a balanced and comprehensive approach that focuses on:

- Explicit teaching of skills as a means of supporting mastery of standard English conventions, comprehension strategies and communication skills to cultivate competent learners
- Acquisition of literacy skills to support efficient readers, writers, speakers, listeners and viewers
- Engagement of students in activities that provide opportunities for students to participate in problem-solving using inquiry skills
- A variety of literary genres to create well rounded readers
- Differentiated instructional strategies to address diverse learning styles and needs
- Project-based, authentic learning activities
- Instructional practices delivered in meaningful contexts in order to enable students to preserve the learning for future use or transfer to other learning activities
- The use of technology as a tool for learning to develop 21st century learners
- Intentional, explicit and systematic instruction in fluency, comprehension, and vocabulary development

<b>Content Area</b>	English Language Arts - Communications
<b>Interdisciplinary Connections</b>	The updated curriculum documents to reflect interdisciplinary connections. Activities, assessments and/or differentiation strategies were highlighted and coded the specific content area. <b>(Interdisciplinary Connections)</b>
<b>Core Instructional Materials (including digital tools)</b>	<i>Lord of the Flies</i> and <i>Shakespeares's Sonnets</i> . Specific supplemental instructional materials are located within each unit below. All students are also supplied with a Chromebook with internet access.
<b>21<sup>st</sup> Century Themes and Skills</b>	<p>Students completing Communications will develop the following 21<sup>st</sup> Century Skills and Themes:</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>- Global Awareness</li> <li>- Civic Literacy</li> </ul> <p><b>Skills:</b></p> <p><u>Learning and Innovation Skills</u></p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <li>- Think creatively, work creatively with others</li> </ul> <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> <li>- Reason effectively, use systems thinking, make judgements and decisions, solve problems</li> </ul> <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <li>- Communicate clearly, collaborate with others</li> </ul> <p><u>Information, Media and Technology Skills</u></p> <p>Information Literacy</p> <ul style="list-style-type: none"> <li>- Access and evaluate information, use and manage information</li> </ul> <p>Media Literacy</p> <ul style="list-style-type: none"> <li>- Analyze media products</li> </ul> <p>ICT Literacy</p> <ul style="list-style-type: none"> <li>- Apply technology effectively</li> </ul>

	<p><b>Life and Career Skills</b></p> <p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li>- Adapt to varied roles, job responsibilities, schedules and contexts</li> <li>- Be Flexible: Incorporate feedback effectively; deal positively with praise, setbacks, and criticism; understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li>- Manage goals and time, work independently, be self-directed learners</li> </ul> <p><b>Social and Cross-Cultural Skills</b></p> <ul style="list-style-type: none"> <li>- Interact effectively with others, work effectively in diverse teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li>- Manage projects and produce results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li>- Guide and lead others, be responsible to others</li> </ul>
<p><b>Career Readiness Practices and Standards</b></p>	<p>Students completing Communications will develop the following Career Readiness Practices and Standards:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>9.1.12.A.3: Analyze the relationship between various careers and personal earning goals.</p>

	<p>9.1.12.A.5: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions.</p> <p>9.1.12.F.3: Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.</p>
<p><b>8.1 Educational Technology</b></p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming</b></p>	<p>Upon completion of Communications, students will have developed the following NJSLS Technology Standards:</p> <p>8.1.12.A.3 – Collaborate in online courses, learning communities, social networks or virtual worlds to discuss the resolution to a problem or issue</p> <p>8.1.12.C.1 – Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community</p> <p>8.1.12.E.1 – Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources</p> <p>8.1.12.F.1 – Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal, and social needs</p>
<p><b>New Jersey Student Learning Standards (NJSLS)</b></p>	<p><b><i>Reading Literature</i></b></p> <p><b>Key Ideas and Details</b></p> <p>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.</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 details and 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><b>Craft and Structure</b></p> <p>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</p>

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).

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

### ***Reading Informational Text***

#### **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.

**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.

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.

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**

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 an 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.

**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.

***Speaking and Listening***

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.

#### ***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.	
<b>Pacing Guide</b>	<b>Unit</b>	<b>Timeframe</b>
	1. Learning How to Communicate - Introduction/Narrative	2-3 weeks
	2. Argumentative and Persuasive	3 weeks
	3. Research Fact Based Writing	4 weeks
	4. Public Speaking	2 weeks
	5. Poetry	1-2 weeks
	6. Interviewing Skills – Journalism – Radio and Print / Monologues	1-2 weeks
	7. Socratic Seminars Using Literary Essays and Short Stories	2-3 weeks
	8. Creative Writing	1-2 weeks
<b>Resource</b>	Students in Resource English are exposed to texts that are the same or similar in content, but are scaled to students' Lexile and comprehension levels. Texts may include, but aren't limited to the adapted version of core texts and graphic novels of core texts. Additionally, students in Resource English may have a modified pacing guide to meet the needs of individual students.	
<b>Assessments</b>	All students take midterms and finals. Other assessments are indicated throughout the units of study.	

**Unit 1:  
Learning How to Communicate - Introduction/Narrative**

**21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP1; CRP2; CRP7; CRP11; 9.1.12.A.3; 9.1.12.A.9**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3**

**Approximate Time Frame: 2-3 weeks**

**Big Ideas:**

Writing

- Autobiography Timeline
- Autobiography narrative / vignette
- Biography / outline speeches
- Mechanics
- Organization
- Setting / Plot / Conflict/
- Characters

Speaking/Listening

- Effective communication
- Non-verbal cues
- Oral communication

Reading

- Oral and silent reading
- Reading for a purpose
- Annotating and note taking

**Essential Questions:**

- What is the purpose of communication?
- What are various ways to communicate?
- What are the most effective and ineffective ways to communicate?
- How do you speak effectively?
- In what ways are ideas communicated orally?
- How do you listen?
- What impact does listening have?
- How do we approach writing? (Explain writing steps)
- What are the different kinds of writing?
- How does each step in the process impact your writing?
- How does the audience influence the format of your writing?
- How does the purpose influence the format of your writing?
- What is narrative writing?
- How do you tell the story of one’s life and make it interesting?

**Enduring Understandings:**

- The students will understand that they must use nonverbal cues to enhance their message and accurately read the nonverbal cues of your listener.
- The students will understand that all messages should be tailored to their audience.
- The students will understand that technology is a great tool for reference but it must be used appropriately.
- The students will understand that there is a proper way to communicate and they must adhere to these rules, such as empathetic listening and effective feedback.
- The students will understand that there is a protocol for the communication classroom and they must follow it.
- The students will understand that speeches can be both informal and formal and modify accordingly.
- Students will research a famous and positive speech, memorize, recite, and explain the meaning of the speech.
- Students will understand what an autobiography is and how to write and present a piece of their narrative biography.
- Students will understand how to make an interactive timeline of their life and use that timeline as a framework to write a narrative essay and present that story.

<b>READING</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies</b>	<b>Tier 1 CPIs:</b>

<b>(Knowledge/Comprehension)</b>	<b>SL.9-10.1 SL.9-10.1b</b>
<ul style="list-style-type: none"> <li>● Students will read and review the proper ways to contribute to class and how to participate.</li> <li>● Students will read and take notes on various articles from TimeforKids.com through independent readings.</li> <li>● Students will take notes on the definitions and examples of narrative writing definitions and examples.</li> <li>● Students will create their own autobiography timeline</li> <li>● Students will create a written vignette narrative on one capturing engaging time in their lives.</li> <li>● Students will present their vignettes.</li> <li>● Students will research a significant and successful positive leader to write a 5 minute presentation.</li> <li>● Students will read a news article provided by the teacher and highlight details.</li> <li>● Students will have a class discussion on the vividness of the details. Students will note how descriptive details are important to writing.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Making Relevant Contributions to Communication -v <a href="http://www.princeton.edu/mcgraw/library/for-students/class-participation-contr/">http://www.princeton.edu/mcgraw/library/for-students/class-participation-contr/</a></li> <li>● <i>Human Communication: The Basic Course</i> by Joseph A. DeVito, edition 8, 2000</li> <li>● <a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li>● <a href="http://nieonline.com/starledger/index.cfm">http://nieonline.com/starledger/index.cfm</a></li> <li>● News article on server</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: RI.9-10.8 W.9-10.9 SL.9-10.1</b>
<ul style="list-style-type: none"> <li>● Students will develop a topic with the teacher. They will then have a conversation where they display the proper ways to communicate learned in the reading.</li> <li>● The students will highlight details from the news article provided by the teacher and have a class discussion on what details are important or needed or what details can be taken out of writing.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● News article – on server</li> </ul>

<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIs: SL.9-10.1d L.9-10.1</b></p>
<ul style="list-style-type: none"> <li>● Students will complete a survey to figure out what type of listener they are. They will then create a list of goals for how to better their listening skills. They will refer back to these goals throughout the semester.</li> <li>● The students will demonstrate their reading skills by completing a fluent oral reading for the teacher. The teacher will note the mistakes and how the students can improve. They will use this to work on their reading throughout the semester. At the end of the semester, the teacher and student will do this again and see if the results improved.</li> <li>● Students will understand their peers’ backgrounds through listening skills.</li> <li>● Upon ending the unit, students will review their own communications skills and assess which skills they need to strengthen to become a more effective communicator. They will write a 2-3 paragraph response paper to this question.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Fluency activity (rubric and directions on server)</li> <li>● “What Type of Listener Am I?” Page 20/155 - <a href="http://training.fema.gov/EMIWeb/IS/IS242A.pdf">http://training.fema.gov/EMIWeb/IS/IS242A.pdf</a></li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Communication skills response paper, narrative timeline, vignette narratives, biography presentation, oral fluency rubric, class participation rubric</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Many of the lessons in this unit are done from the ENO board. They have websites to access and videos to watch.</p>

<p style="text-align: center;"><b>WRITING</b></p>	<p style="text-align: center;"><b>RELEVANT RESOURCES/MATERIALS/CPIs</b></p>
<p style="text-align: center;"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p style="text-align: center;"><b>Tier 1 CPIs: RL.9-10.1 W.9-10.1</b></p>

<ul style="list-style-type: none"> <li>• The students will learn about how detail and description is so important to writing.</li> <li>• The teacher will review the different types of writing and show students some examples. Class will have a discussion.</li> <li>• After reading Timeforkids.com articles, the students will complete the questioning sheet. This will determine how the students infer information.</li> <li>• The students will learn how to develop a personal timeline.</li> <li>• The students will learn how to write an outline of a paper. The teacher will demonstrate and give examples.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Learning and Detail and Description - <a href="http://www.suite101.com/content/writing-with-details-a130155">http://www.suite101.com/content/writing-with-details-a130155</a></li> <li>• Questioning sheet (on server)</li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 CPIs: W.9-10.1d W.9-10.1e W.9-10.3</b></p>
<ul style="list-style-type: none"> <li>• The students will write their timeline.</li> <li>• The students will write an outline for their narratives.</li> <li>• The students will complete “journal starters” during a timed writing every day. They will have a new sentence that they must complete and elaborate on.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www1.aucegypt.edu/academic/writers/">http://www1.aucegypt.edu/academic/writers/</a></li> <li>• Journal starters examples on the server</li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs: SL.9-10.1d L.9-10.1</b></p>
<ul style="list-style-type: none"> <li>• Students will use what they have learned in the unit to evaluate in a short paper what they’ve learned through their autobiography, narrative, and speeches.</li> <li>• The students will receive an excerpt (10 lines) of a story (The Old Man and The Sea) that are jumbled out of order and as a group they have to put the puzzle together. Students will use comprehension and grammar skills, as well as group skills to synthesize the order.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Autobiography timeline, vignette essay, biography outline and presentation guidelines and rubric (on server)</li> <li>• Sentence strips</li> </ul>

<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Autobiography timeline, vignettes, biography speeches, and journal starters</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Many of the lessons in this unit are done from the ENO board. They have websites to access and videos to watch.</p>
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VOCABULARY/GRAMMAR/SKILLS	RELEVANT RESOURCES/MATERIALS/CPIs
<p><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p><b>Tier 1 CPIs: L.9-10.4 L.9-10.4c</b></p>
<ul style="list-style-type: none"> <li>• The students will test their grammar skills through a preassessment. This will determine what the teacher is going to cover in the next unit, Grammar and Test Prep.</li> <li>• The students will get new vocabulary words every week. They will learn about what is expected for them throughout the semester.</li> <li>• Students will define words from new unit in <i>Vocabu-Lit</i> by reading a short passage and coming up with their own definitions.</li> <li>• Students will learn about roots, prefixes, and suffixes through power point presentations and guided notes. They will note how they are used and why we have them.</li> <li>• Students will keep a reference list of roots, prefixes, and suffixes in their binders for constant observation.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Teacher-made vocabulary materials</li> <li>• Dictionaries, Dictionary.com</li> <li>• <i>Vocabu-Lit</i> grade 9 book / Prentice Hall Writing and Grammar</li> <li>• <i>Vocabu-Lit</i> grade 9 teacher’s manual</li> <li>• <a href="http://www.freerice.com">www.freerice.com</a></li> <li>• Roots, prefixes, and suffixes presentations (on server)</li> <li>• References - <a href="https://www.msu.edu/~defores1/gre/roots/gre_rts_afx1.htm">https://www.msu.edu/~defores1/gre/roots/gre_rts_afx1.htm</a> <a href="https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm">https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm</a> <a href="https://www.msu.edu/~defores1/gre/roots/gre_rts_afx3.htm">https://www.msu.edu/~defores1/gre/roots/gre_rts_afx3.htm</a></li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 CPIs: L.9-10.4a L.9-10.4b</b></p>
<ul style="list-style-type: none"> <li>• Students will complete the assigned practice sections from unit in <i>Vocabu-Lit</i>, including finding synonyms and antonyms, completing the sentence, and filling in analogies.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• <i>Vocabu-Lit</i> grade 9 book / Prentice Hall Writing and Grammar</li> <li>• <i>Vocabu-Lit</i> grade 9 teacher’s manual</li> <li>• Hypothesis sheet</li> </ul>

<ul style="list-style-type: none"> <li>● Students will create their own definitions of vocabulary words using context clues. They will write these on the hypothesis sheet.</li> <li>● Students will play a review game of vocabulary words in order to apply the words to real life.</li> </ul>	<ul style="list-style-type: none"> <li>● “Vocabulary: How I Teach It” on Literacycookbook.com (Download Zone -&gt; Building Robust Vocabulary)</li> <li>● <a href="http://www.freerice.com">www.freerice.com</a></li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: SL.9-10.1d L.9-10.1</b>
<ul style="list-style-type: none"> <li>● Students will come up with their own examples of words containing roots, prefixes, and suffixes to demonstrate their knowledge of the meaning of the roots, prefixes, or suffixes. The class will play a game demonstrating their knowledge and the teacher will keep a log of students’ work.</li> <li>● Students will complete pages 1-10 to demonstrate their knowledge acquired through learning about roots, prefixes, and suffixes. They will then work with a partner to discuss and debate their answers.</li> <li>● Students will complete root, prefix, and suffix games on assigned websites to apply their knowledge to the internet and the world around them.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● Root game (directions on server)</li> <li>● 201 Ready-to-Use Word Games for the English Language Classroom by Jack Umstatter</li> <li>● <a href="http://www.prefixsuffix.com/rooty.php?navblks=1011000">http://www.prefixsuffix.com/rooty.php?navblks=1011000</a></li> <li>● <a href="http://www.prefixsuffix.com/meany.php?navblks=1011000">http://www.prefixsuffix.com/meany.php?navblks=1011000</a></li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Pre/Post Assessments, VocabuLit exercises, Pages 1-10, games online	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Many of the lessons in this unit are done from the ENO board. They have websites to access and videos to watch.

<b>TEST PREP/PARCC PREP</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: W.9-10.5</b>

<ul style="list-style-type: none"> <li>• The students will complete a communications pre-assessment on their own and then the teacher will score. This will determine what skills need to be taught in depth throughout the semester.</li> <li>• The students will prewrite for a timed writing exercise.</li> <li>• The students will learn about different types of writing and how they can achieve a final product.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Types of writing handout – on server</li> <li>• Making an outline – references are on the internet</li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 CPIs: W.9-10.5 RI.9-10.3</b></p>
<ul style="list-style-type: none"> <li>• The students will demonstrate reading comprehension skills by reading short passages and answering questions. Students will label the questions with the skill that they are testing, such as vocabulary in context or inference questions. The teacher will log these skills and keep track of reading comprehension skills over the semester.</li> <li>• The students will complete a post-assessment (similar to the pre-assessment) at the end of the semester to determine if their communication skills have improved over the semester.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Autobiography timeline, personal narrative, and biography speeches guidelines</li> <li>• Communications: Support and Practice for the Reading and Writing Workshops by Holt, Reinhart, and Winston (suggested pages: 12, 30, 49, 67, 85, 105, etc)</li> <li>• Communications post-assessment (in communications binder)</li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs: W.9-10.2 W.9-10.2d</b></p>
<ul style="list-style-type: none"> <li>• The students will read three different pieces of narrative writing. They will determine who the audience may be, develop characters, conflict, conflict resolution, a descriptive setting(s). Students will then change the writing piece to make it their own as if they were completing a PARCC writing section.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Autobiography timeline directions and rubric (on server)</li> <li>• Different articles/papers (on server)</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> communications pre/post assessment, PARCC writing samples</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Many of the lessons in this unit are done from the ENO board. They have websites to access and videos to watch.</p>

SPEAKING/LISTENING/VIEWING	RELEVANT RESOURCES/MATERIALS/CPIs
<p style="text-align: center;"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p style="text-align: center;"><b>Tier 1 CPIs: RI.9-10.4 W.9-10.6 SL.9-10.1</b></p>
<ul style="list-style-type: none"> <li>● Students will complete “How Flexible Are You” on pages 160-162 in Human Communication. They will then have a class discussion on how to have an effective conversation.</li> <li>● Students will watch a video on how to take effective notes. They will model what the video is doing while they watch.</li> <li>● Students will go over listening habits and cues and learn about how to have an effective conversation by watching a model video. Then, they will act out a conversation using the habits and cues they have just learned.</li> <li>● The students will learn the correct usage of the laptops. They will have to turn them on, log off, find information, and put them away neatly.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● <i>Human Communication: The Basic Course</i> by Joseph A. DeVito, edition 8, 2000</li> </ul>
<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs: W.9-10.3d SL.9-10.6</b></p>
<ul style="list-style-type: none"> <li>● Students will take notes during each student’s “Getting to Know You” project about the students. They will create meaningful questions for each student based on their notes. Students will ask their peers the questions they created while listening in an open forum session.</li> <li>● Students will display listening skills and effective communication while asking questions.</li> <li>● The students will complete an Internet scavenger hunt to practice their research and internet skills. This will help them for their future research papers.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Presentations using notecards, PowerPoint, Slides, Canva, Glogster, or another presentation program</li> <li>● Webquest</li> </ul>

<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIs: W.9-10.6 L.9-10.3 SL.9-10.5</b></p>
<ul style="list-style-type: none"> <li>● Students will present their “Getting to Know You” Powerpoint presentation to the class.</li> <li>● Students will present their “How To” projects to the class. They will demonstrate how to do the process that they wrote about. Select students will complete the process along with the presenter.</li> <li>● Students will come up with a list of great, reputable resources for research papers. The teacher will explain to students how they will use them and students will find 2 articles on a subject of their choosing. They must print out the articles, read them, highlight and annotate, and be prepared to write a 3-4 paragraph paper about the articles.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● “Getting to Know You” project guidelines – on server</li> <li>● “How to” projects</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Narrative paper, biography research activity. (rubric on server),</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Many of the lessons in this unit are done from the ENO board. They have websites to access and videos to watch.</p>

## Unit 2: Argumentative and Persuasive

### 21<sup>st</sup> Century Themes and Skills:

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices:** CRP5; CRP6; CRP7; CRP8 CRP 11; 9.1.12.A.3; 9.1.12.A.9

**NJSLS Technology:** 8.1.12.C.1; 8.1.12.F.1

**Interdisciplinary Connections:** Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)

**Approximate Time Frame:** 3 weeks

### Big Ideas:

- Debates
  - Format of a debate
  - Perspectives
  - Fact based research points / reasoning supports
- Persuasive Essay
  - Focused topic
  - Organization / Transitions
  - Supporting details – reasoning, facts, examples
  - Summation
- Advertisement / Sales Pitch
  - Developing engaging introductions
  - Focused topics
  - Sensory appeals

**Essential Questions:**

- What are the elements of a good persuasive piece?
- What is a rubric, how do I follow it, and why it is important to my writing?
- How do I formulate an opposing viewpoint?
- Who is my audience?
- How and where do I find the best supporting fact based research to support my argument?
- What are the rules of a debate?
- What are the elements of a good persuasive piece?
- What supporting details and facts are sufficient to support the topic?
- How does a writer effectively hook their audience?
- Why does a writer need a Call for Action in a persuasive essay?
- How will a writer effectively close their argument?

**Enduring Understandings:**

- Students will understand that persuasive writing needs to have a clear focus and purpose.
- Students will understand that knowing their audience influences structure word choice, and content.
- Students will understand that the persuasive essay is a genre of writing that they will have to master these before a standardized test.
- Students will understand that writing is a process and they will utilize each step in the process to perfect their writing (brainstorming, prewriting, drafting, revising, editing, and publishing).
- Students will understand that persuasion is all around us, whether it is in commercials, advertisements, political speeches, or everyday conversation.

READING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: RI.9-10.2 RI.9-10.6 RI.9-10.8

<ul style="list-style-type: none"> <li>● The students will be able to write an advertisement pitch.</li> <li>● The students will be able to read about a controversial topic in an editorial newspaper online.</li> <li>● Students will be able to comprehend a main idea point of view from an editorial persuasive literary writing piece.</li> <li>● Students will annotate supporting details in that editorial persuasive.</li> <li>● Students will be able to define and develop a sense of persuasive tactics appealing to pathos, logos, and ethos.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Editorial Newspaper</li> <li>● <a href="http://nieonline.com/starledger/index.cfm">http://nieonline.com/starledger/index.cfm</a></li> <li>● <a href="http://www.readwritethink.org/classroom-resources/lessonplans/persuasive-techniques-advertising1166.html?tab=4#student-objectives">http://www.readwritethink.org/classroom-resources/lessonplans/persuasive-techniques-advertising1166.html?tab=4#student-objectives</a></li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 CPIs:</b></p>
<ul style="list-style-type: none"> <li>● Students will read with a critical eye to analyze supporting details and how they align with the focus.</li> <li>● The students will read to analyze various styles of hooks to catch the readers' attention.</li> <li>● Students will develop a diverse knowledge of a controversial topic in order to formulate a debate argument.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● <a href="http://nieonline.com/starledger/index.cfm">http://nieonline.com/starledger/index.cfm</a></li> <li>● <a href="http://www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf">http://www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf</a></li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs: RI.9-10.10 RI.9-10.5</b></p>
<ul style="list-style-type: none"> <li>● The students will read and discuss models of successful persuasive advertisement / sales pitch appealing to pathos, logos, and ethos. The students will research a controversial topic, outline, and collaboratively perform a debate</li> <li>● Upon ending the unit, students will review their own communications skills and assess which skills they need to strengthen to become a more effective communicator. They will write a 2-3 paragraph response paper to this question.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● How to Write Successfully in HS and College</li> <li>● Communication and Interpersonal Relationships</li> <li>● Student Work</li> </ul>

<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Debate outlines, debate video performances, persuasive essays, and written and video sales advertisements	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Use of digital video to record debates and advertisements. Debate topics will cross curricular topics.
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<b>WRITING</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs:</b> W.9-10.1 W.9-10.1b W.9-10.2a
<ul style="list-style-type: none"> <li>Students will review persuasive tactics and demonstrate models of good persuasive writing.</li> <li>Students will write their own advertising commercials appealing to pathos, ethos, and logos.</li> <li>Students will write outlines for the debates based on research of their controversial topics.</li> <li>Students will write drafts of persuasive essays</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Watch successful advertisements as a model</li> <li>Read successful literacy advertisements as a model</li> <li>Watch debates as a model</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs:</b> RI.9-10.4 L.9-10.3 SL.9-10.4
<ul style="list-style-type: none"> <li>The students will research and outline supporting details to align with the point of view of the debate.</li> <li>The students will brainstorm, research and develop ideas for a persuasive writing task.</li> <li>Students will discuss and analyze model persuasive communication methods – advertisements, essay writing, and debates.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li><a href="http://www.nytimes.com/2008/01/16/business/16clone.html?ref=cloning&amp;_r=0">http://www.nytimes.com/2008/01/16/business/16clone.html?ref=cloning&amp;_r=0</a> article on cloning food</li> <li><a href="http://www.debate.org/">http://www.debate.org/</a></li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs:</b> W.9-10.1d

<ul style="list-style-type: none"> <li>• The students will create an original, 3 to 4 paragraph writing on an assigned topic. They will use what they have learned through the models of previous literary works to create a persuasive writing essay with differing sentence styles and structures.</li> <li>• Students will peer edit using HSPA writing rubrics.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.state.nj.us/education/assessment/hs/ExpositoryWritingPrompt.pdf">http://www.state.nj.us/education/assessment/hs/ExpositoryWritingPrompt.pdf</a></li> <li>• Literary works models - <a href="http://www.heinemann.com/shared/onlineresources/E01046/sample.pdf">http://www.heinemann.com/shared/onlineresources/E01046/sample.pdf</a></li> <li>• Literary works rubric (on server)</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Writing activity, Rap song, punchy insight responses (all rubrics/directions on server) Sentence syntax, punctuation</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Most of the grammar unit utilizes websites and research found on the Internet. <a href="http://www.freerice.com">www.freerice.com</a> Peer editing</p>

VOCABULARY/GRAMMAR/SKILLS	RELEVANT RESOURCES/MATERIALS/CPIs
<p><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p><b>Tier 1 CPIs:</b> L.9-10.4d L.9-10.4 L.9-10.4c</p>
<ul style="list-style-type: none"> <li>• Students will define words from new unit in Vocabu-Lit.</li> <li>• Students will read a short passage and come up with their own definitions of words.</li> <li>• Students will discuss and take notes on new grammar skills throughout the unit to incorporate into their own writing.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Vocabu-Lit grade 9 book</li> <li>• Vocabu-Lit grade 9 teacher’s manual</li> <li>• Dictionaries, Dictionary.com</li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 CPIs:</b> L.9-10.5b L.9-10.4a</p>
<ul style="list-style-type: none"> <li>• Students will work in groups and choose one punctuation mark. Every group will have a different mark. They will write at least 10 sentences using the mark properly.</li> <li>• Students will complete the assigned practice sections from unit in Vocabu-Lit, including finding synonyms and antonyms, completing the sentence, and filling in analogies.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Materials and resources in the room</li> <li>• Vocabu-Lit grade 9 book</li> <li>• Vocabu-Lit grade 9 teacher’s manual</li> </ul>

<ul style="list-style-type: none"> <li>Students will keep a list of all the grammar definitions as a reference for their writing</li> </ul>	
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: SL.9-10.1 L.9-10.2</b>
<ul style="list-style-type: none"> <li>After writing their sentences using the punctuation mark properly, the students will teach the class what their punctuation mark does and how to use it properly.</li> <li>Students will play a teachercreated game demonstrating their knowledge acquired of the new vocabulary words. They will use the new vocabulary words in their writing.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Vocabu-Lit grade 9 book</li> <li>Vocabu-Lit grade 9 teacher’s manual</li> <li>Vocabulary game (directions on server)</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Punctuation mark activity, vocabulary tests/quizzes	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Most of the grammar unit utilizes websites and research found on the Internet.

TEST PREP/PARCC PREP	RELEVANT RESOURCES/MATERIALS/CPIs
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: L.9-10.4b L.9-10.2</b>
<ul style="list-style-type: none"> <li>The students will practice their newly acquired grammar education though discussion, modeling, and writing.</li> <li>The students will complete a practice page on subject-verb agreement to demonstrate their comprehension.</li> <li>The students will complete assigned pages in a workbook to practice what they have learned and show their application of the material.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Communications: Support and Practice for the Reading and Writing Workshops by Holt, Reinhart, and Winston</li> <li>Grammar &amp; Usage for Better Writing, an Amsco Publication</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: RI.9-10.2 RI.9-10.4 RI.9-10.6</b>

<ul style="list-style-type: none"> <li>• Students will continually take practice tests during this unit to ease them into test taking. They will discuss answers with a partner after they have taken the tests and determine the best strategies for them.</li> <li>• Students will review multiple choice strategies for standardized tests and use these strategies to properly answer test questions.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Practice tests</li> <li>• <a href="http://www.testprepreview.com/">http://www.testprepreview.com/</a></li> <li>• Multiple choice strategies: <a href="http://www2.scholastic.com/content/collateral_resources/pdf/m/mentor0708nicolesledge/ns_mult_choice_strategies.pdf">http://www2.scholastic.com/content/collateral_resources/pdf/m/mentor0708nicolesledge/ns_mult_choice_strategies.pdf</a></li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs:</b> <b>RI.9-10.2</b> <b>RI.9-10.4</b> <b>RI.9-10.6</b></p>
<ul style="list-style-type: none"> <li>• Students will play a “Who Wants to be a Millionaire” type game practicing their testing skills. They will read short passages and answer multiple choice questions created by the teacher testing their vocabulary, comprehension, and inference skills.</li> <li>• Students will review the open-ended response rubric and analyze the rubric box by box. Then, they will create their own rubric, putting the rubric into their own words and keeping it in their binders as a reference for future writing.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• “Game Day Fridays”: <a href="http://www2.scholastic.com/browse/article.jsp?id=3748876">http://www2.scholastic.com/browse/article.jsp?id=3748876</a> <a href="http://www.nj.gov/education/njpep/assessment/hspa/hspa_la/module_4/open_ended_pop-up.htm">http://www.nj.gov/education/njpep/assessment/hspa/hspa_la/module_4/open_ended_pop-up.htm</a></li> <li>• “Open Ended Response Rubric”: <a href="http://Literacycookbook.com">Literacycookbook.com</a> (Download Zone)</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Workbook pages, practice tests, create your own rubrics</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Most of the grammar unit utilizes websites and research found on the internet.</p>

SPEAKING/LISTENING/VIEWING	RELEVANT RESOURCES/MATERIALS/CPIs
<p><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p><b>Tier 1 CPIs:</b> <b>L.9-10.2a</b> <b>L.9-10.2b</b> <b>L.9-10.1</b> <b>L.9-10.1b</b></p>

<ul style="list-style-type: none"> <li>• The students will watch educational, short videos on mechanics of writing, such as punctuation, using the right words, parts of speech, and understanding sentences. They will take guided notes while watching.</li> <li>• The students will watch a video on subject-verb agreement to strengthen what they have read in the textbook. They will take guided notes while watching.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Mechanics videos - <a href="http://www.greatsource.com/iwrite/students/s_grammar_hndbk.html">http://www.greatsource.com/iwrite/students/s_grammar_hndbk.html</a></li> <li>• Subject-Verb Agreement Video: <a href="http://goanimate.com/movie/0bwManLnNwf8">http://goanimate.com/movie/0bwManLnNwf8</a></li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 CPIs: W.9-10.3d SL.9-10.6</b></p>
<ul style="list-style-type: none"> <li>• The students will listen to the rap song for teaching prefixes, suffixes, and roots. They will note the structure of the song and how the song really teaches. They will take some notes during it for their own song they will have to write. This will enforce what they have learned in the previous unit and connect the information to the current unit.</li> <li>• The students will work both alone and in pairs to complete an interactive “Who Wants to be a Millionaire” game checking their test prep skills.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Rap song: <a href="http://www.educationalrap.com/song/prefixessuffixes-roots.html">http://www.educationalrap.com/song/prefixessuffixes-roots.html</a></li> <li>• “Who Wants to be a Millionaire” game (directions on server)</li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs: SL.9-10.6</b></p>
<ul style="list-style-type: none"> <li>• The students will present their rap songs to the class in an informal presentation. They will read their raps to the other students.</li> <li>• The listening students will rate the song in terms of the material covered and how the song taught the assigned material. They will have to explain their reasoning.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Student rap songs</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Student made rap songs, “Who Wants to be a Millionaire” game</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Most of the grammar unit utilizes websites and research found on the Internet.</p>

**Unit 3:  
Research Fact Based Writing**

**21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: (Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)**

**Approximate Time Frame: 4 weeks**

**Big Ideas:**

- Reading
  - Fact vs. Opinion
  - Thesis statements
  - Understanding multi-layer texts
  - Purposes of information
  - Legitimacy of sources
  - Variety of sources
- Writing
  - Research paper
  - MLA format
  - Brainstorming
  - Writing to inform
  - Outlining 5 w's and how
- Vocabulary
  - Context clues
  - Definitions

- Vocabulary in context
- Speaking/Listening
- Presenting your research

**Essential Questions:**

- What do the words expository and research mean?
- What is a credible source?
- How do I come up with a thesis statement?
- What is inquiry based research?
- Where do I look for research?
- How do I begin to organize my ideas and research?
- What narration is research writing supposed to be in?
- How is a news story different from a research paper and how are they the same?
- How can I conduct thorough, good research?
- How can I use MLA format in my research paper?
- How do I write a cohesive research paper that properly proves my argument?
- What uses of technology can I present my research with? (graphs, charts, Prezi, powerpoint, Excel. Etc)
- How do I narrow down a topic when it is so broad?

**Enduring Understandings:**

- Students will understand that research is an ongoing process.
- Students will understand that creating a thesis statement requires going from a very broad topic to a much narrower question or set of questions.
- Students will understand that to be convincing you must prove and support your ideas and opinions with valid research. Proper citation is essential.
- Students will understand what is a credible source and what is not a credible source.
- Students will understand how to use multiple sources in a research paper / project.
- Students will understand that research writing, like all writing requires multiple revisions and editing processes.
- Students will understand how to organize supporting ideas in a research paper.

READING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: RL.9-10.10

	<b>SL.9-10.1</b>
<ul style="list-style-type: none"> <li>● The students will read model research based writing from newspapers, essays, to scientific analysis.</li> <li>● Students will analyze what the thesis of the text.</li> <li>● Students will identify the facts supporting the thesis.</li> <li>● Students will use graphic organizers to organize a text to map out the thesis and supporting research.</li> <li>● Students will read and analyze MLA formats and citations.</li> <li>● Students will read and observe outlines for research papers.</li> <li>● Students will read nonfiction literary texts in newspapers, academic journals, and periodicals</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● The Star Ledger</li> <li>● Various periodicals – National Geographic, Time, etc. www.mla.org</li> <li>● <a href="http://owl.english.purdue.edu/owl/resource/587/1/">http://owl.english.purdue.edu/owl/resource/587/1/</a></li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: W.9-10.9 SL.9-10.1a RL.9-10.3</b>
<ul style="list-style-type: none"> <li>● Students will read various journalistic research based articles to understand fact vs. opinion writing.</li> <li>● The students will read various periodicals to understand the narrowing of a thesis statement from a larger topic.</li> <li>● The students will annotate in the reading pieces how the supporting facts and reasoning support the thesis.</li> <li>● The students will read through credible sources to determine what research will be used in their research paper.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● Star Ledger Newspapers in Education</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: RI.9-10.8 W.9-10.8</b>
<ul style="list-style-type: none"> <li>● Through multiple informational text analysis, students will develop a topic and begin to think about how to formulate a thesis statement.</li> <li>● Students will gather research sources through their reading and organize what is useful and credible in a larger research paper.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● Encarta online encyclopedia</li> <li>● Various periodicals</li> </ul>

<ul style="list-style-type: none"> <li>Students will have formulated enough background research to understand about the topic.</li> </ul>	
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Class participation Portfolio of research based articles and annotated notes and outlines related to a topic / thesis.	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for periodicals and writing tasks

WRITING	RELEVANT RESOURCES/MATERIALS/CPIs
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: W.9-10.1</b>
<ul style="list-style-type: none"> <li>Students will discuss why writers cite other writers' ideas.</li> <li>The students will understand MLA format and learn about the proper way to create a Works Cited page in MLA format.</li> <li>The students will read a model research paper and identify effective characteristics of a good research paper.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li><a href="http://levine.sscnet.ucla.edu/general/intellectual/napster.htm">http://levine.sscnet.ucla.edu/general/intellectual/napster.htm</a></li> <li>MLA format guideline: <a href="http://owl.english.purdue.edu/owl/resource/675/01/">http://owl.english.purdue.edu/owl/resource/675/01/</a></li> <li>Research Paper help: <a href="http://owl.english.purdue.edu/owl/section/2/">http://owl.english.purdue.edu/owl/section/2/</a></li> <li>Prentice Hall: Writing</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: L.9-10.1 W.9-10.1c W.9-10.10 W.9-10.9</b>
<ul style="list-style-type: none"> <li>The students will understand how to write source cards after seeing examples and completing source cards of their own.</li> <li>The students will conduct research and create a thesis for their research paper.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Source card example: <a href="http://www.spart1.org/files/personalpage/1418/Source_Card_example.doc">www.spart1.org/files/personalpage/1418/Source_Card_example.doc</a></li> </ul>

<ul style="list-style-type: none"> <li>• They must defend their point of view and determine what their purpose is. They will write a one paragraph explanation for the teacher.</li> </ul>	
<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIs:</b>  <b>W.9-10.7</b>  <b>W.9-10.9a</b>  <b>W.9-10.1d</b>  <b>W.9-10.5</b></p>
<ul style="list-style-type: none"> <li>• The students will complete a research paper given upon a few different topics, which then they will write a thesis question to answer in a research paper. Their work must follow proper MLA format.</li> <li>• To further their understanding of point of view, the students will write a paragraph about something that has happened to them in which an adult was worried about them. Then, students rewrite the same paragraph from the point of view of the adult who was worried.</li> <li>• Students will evaluate the rubric for self assessment</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Research paper guidelines (on server)</li> <li>• Rubric for self assessment pg. 270</li> <li>• Prentice Hall Writing and Grammar textbook</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Outlines, Research paper.</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for research, reading articles, and writing</p>

<b>VOCABULARY/GRAMMAR/SKILLS</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<p style="text-align: center;"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p style="text-align: center;"><b>Tier 1 CPIs:</b>  <b>L.9-10.4d</b>  <b>L.9-10.4</b>  <b>L.9-10.4c</b></p>

<ul style="list-style-type: none"> <li>● Students will make a vocabulary list from each chapter of <i>The Pearl</i> on words they do not know. Students will then use context clues to define the words. A group activity will be to check the definitions that the students came up with in the dictionary.</li> <li>● Students will define words from new unit in Vocabu-Lit.</li> <li>● Students will read a short passage and come up with their own definitions of words.</li> <li>● The students will learn the meaning of “parable” and discuss the meaning in relation to <i>The Pearl</i>.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Vocabu-Lit grade 9 book</li> <li>● Vocabu-Lit grade 9 teacher’s manual</li> <li>● Dictionaries, Dictionary.com</li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 CPIs: L.9-10.5b L.9-10.4a</b></p>
<ul style="list-style-type: none"> <li>● Students will complete the assigned practice sections from unit in VocabuLit, including finding synonyms and antonyms, completing the sentence, and filling in analogies.</li> <li>● Students will create their own definitions of vocabulary words using context clues. They will write these on the hypothesis sheet.</li> <li>● Students will play a review game of vocabulary words in order to apply the words to real life.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Vocabu-Lit grade 9 book</li> <li>● Vocabu-Lit grade 9 teacher’s manual</li> <li>● Hypothesis sheet</li> <li>● “Vocabulary: How I Teach It” on Literacycookbook.com (Download Zone -&gt; Building Robust Vocabulary)</li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs: SL.9-10.1 L.9-10.2 L.9-10.1b</b></p>
<ul style="list-style-type: none"> <li>● The students must use the current vocabulary words in their research paper. The words have to be used in the correct context. The students will discuss the definition of “internal” and “external” conflict.</li> <li>● The students will find internal and external conflicts in each of the short stories they have read and discuss them with the class.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Student created research papers</li> <li>● Current vocabulary word list</li> <li>● Research paper guide</li> </ul>

<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> vocabulary quizzes, research paper	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for reading and writing tasks
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<b>TEST PREP/PARCC PREP</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: RI.9-10.2 RI.9-10.6</b>
<ul style="list-style-type: none"> <li>The students will read about facts and opinions and be able to distinguish each through completion of an activity from the Communications workbook.</li> <li>The students will read about author’s purpose and point of view and be able to distinguish each.</li> <li>Students will read a passage and follow the steps listed on page 120 of the Communications workbook to figure out the author’s point of view</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Communications: Support and Practice for the Reading and Writing Workshops by Holt, Reinhart, and Winston</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: RL.9-10.5 RI.9-10.3</b>
<ul style="list-style-type: none"> <li>The students will demonstrate their understanding for plot and sequence of “All of the Years of Her Life” by writing the 10 most important parts of the plot, mixing them up, and having a peer put the plot points in the correct sequence.</li> <li>The students will make up their own facts and opinions. They will create 3 facts and 3 opinions using some of the research they found. As a class, the other students will determine which is fact and which is opinion.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>“All of the Years of Her Life” <a href="http://eslbits.net/listening/Media/AllTheYears/default.html">http://eslbits.net/listening/Media/AllTheYears/default.html</a></li> <li>Communications: Support and Practice for the Reading and Writing Workshops by Holt, Reinhart, and Winston</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: RL.9-10.4 SL.9-10.3</b>

<ul style="list-style-type: none"> <li>• The students will analyze SAT writing questions and relate them to the short stories they read through open-ended responses.</li> <li>• Students will make inferences about the fiction that they are reading through open-ended response questions.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• SAT Writing questions (on server)</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Communications book activity, “All of The Years of Her Life” sequence activity	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for articles and writing tasks

<b>SPEAKING/LISTENING/VIEWING</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: SL.9-10.2</b>
<ul style="list-style-type: none"> <li>• The students will listen to a recording of The Pearl while they read along in their novel.</li> <li>• The students will discuss oral tradition and storytelling. They will relate this to their own lives and tell any stories that their parents or family members used to tell them when they were younger. The teacher will relate storytelling to The Pearl.</li> <li>• In keeping with the “storytelling” theme from The Pearl, the students will listen to a dramatic reading of the story done by the teacher.</li> <li>• The students will use the model to read orally in their own storytelling way as well.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• “The Pearl”</li> <li>• The Pearl audiobook (downloaded from www.audible.com)</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: W.9-10.8 W.9-10.9</b>
<ul style="list-style-type: none"> <li>• The students will use the Internet to complete research for their short research paper. They will print out sources, find help online, and type their paper.</li> <li>• The students will go through a step-by step tutorial on how to find credible resources on the Internet.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• Laptops</li> <li>• The Internet</li> </ul>

<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: SL.9-10.1c SL.9-10.6</b>
<ul style="list-style-type: none"> <li>● The students will complete a group activity after reading “All of the Years of Her Life.” They will answer the following prompt: “Alfred is applying for a job as a (students will choose the profession). At the interview Alfred is asked where he worked previously and why he left. In groups of three to four students write a dialogue between Alfred and the person conducting the interview. Be prepared to act out dialogue.”</li> <li>● The students will play “Simile charades.” A student will act out a simile while the class must guess the simile.</li> <li>● The students are encouraged to think of creative similes and similes discussed in the short stories.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● “All of the Years of Her Life” <a href="http://eslbits.net/listening/Media/AllTheYears/default.html">http://eslbits.net/listening/Media/AllTheYears/default.html</a></li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS: dialogue activity</b></p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> If there is time remaining in the unit, short stories such as “The Most Dangerous Game,” “The Scarlet Ibis,” and “The Minister’s Black Veil” can be read and studied.</p>

## Unit 4: Public Speaking

### 21<sup>st</sup> Century Themes and Skills:

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices:** CRP 5; CRP 7; CRP 11; 9.1.12.A.5; 9.1.12.F.3

**NJSLS Technology:** 8.1.12.C.1; 8.1.12.F.1

**Interdisciplinary Connections:** (Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)

**Approximate Time Frame:** 2 weeks

### Big Ideas:

- The source in this type of communication process is the public speaker.
- The message is an organized set of ideas that a speaker wants to convey.
- The channel is primarily comprised of the speaker's words, but also includes vocal and visual messages.
- The receiver includes the entire audience who the speaker is addressing.
- The speaker may receive both verbal and nonverbal responses, or feedback from the audience throughout the speech.
- The speaker should be aware that physical and psychological interference, or noise, may occur during the speech.
- The environment refers to the specific setting (time, place, and occasion) in which the speech is presented.

### Essential Questions:

- Am I saying what I mean to communicate?
- How do I best write for different audiences and for different purposes?
- Why is it important to listen carefully?
- What can I learn from a speaker's speech patterns?
- How can I use language effectively to let my opinion be heard and understood?
- Why do people entertain?
- What do you find humorous?

- How can I use another individual’s quote in my own speech?
- What are the elements of a proper debate?

**Enduring Understandings:**

- Students should understand that public speaking, like writing, can be a rewarding method of communication.
- Students should understand that listening and speaking are essential to convey our ideas and to understand the ideas of others.
- Students should understand that active listening skills are needed for success in school and in the workplace.
- Students should understand that writers and speakers use detail and elaboration to make ideas clear to their audiences.
- Students should understand that there are specific rules to a debate and they should know how to adhere to them.

READING	RELEVANT RESOURCES/MATERIALS/CPIs
<p><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p><b>Tier 1 CPIs: RL.9-10.10 SL.9-10.1</b></p>
<ul style="list-style-type: none"> <li>• Students will read both orally and silently about the fundamentals of public speaking.</li> <li>• Students will complete guided notes on the assigned reading. After watching a recording of JFK giving his famous speech, the students will read a transcript of the speech. This will be used to do activities such as examining word choice, imagery, paraphrasing, and using these models to guide their own writing.</li> <li>• The students will read about debating and take guided notes on the process. The students will read and take notes on the debate process. They will watch a video on the debate process to continue their notes</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• John F. Kennedy’s Inaugural Address: <a href="http://www.famousquotes.me.uk/speeches/John_F_Kennedy/5.htm">http://www.famousquotes.me.uk/speeches/John_F_Kennedy/5.htm</a></li> <li>• Video of JFK speech: <a href="http://www.youtube.com/watch?v=VB6hLg3PR_bY">http://www.youtube.com/watch?v=VB6hLg3PR_bY</a></li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 CPIs: RI.9-10.8 RI.9-10.9</b></p>
<ul style="list-style-type: none"> <li>• The students will compare the transcript of JFK’s famous speech to the video of him speaking. Some questions to consider: What did you get out of the speech that you did not</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• 38 Basic Speech Experiences by Clark S. Carlile &amp; Dana V. Hensley (pages 148-157)</li> </ul>

<p>get from reading? How do tone, eye contact, and other nonverbal cues help relay the message?</p> <ul style="list-style-type: none"> <li>• The students will read through the process on social speeches. They will make a list of why people would create social speeches and what the purpose for them is.</li> <li>• The students will read a peer’s “Speech to Entertain.” The student will make a peer edit of the speech and complete the “feedback” form.</li> </ul>	<ul style="list-style-type: none"> <li>• “Feedback” form (on server)</li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs: SL.9-10.3 L.9-10.5a</b></p>
<ul style="list-style-type: none"> <li>• The students will use what they have read and learned about to create meaningful, well-written speeches. Some speeches include the impromptu, the speech to entertain, and the speech to persuade. More details are in the other sections in this curriculum.</li> <li>• The students will complete an articulation exercise. They will read a pre-made, short speech to the teacher utilizing proper articulation. The teacher will complete an articulation feedback form.</li> <li>• The students will read a speech of their choosing to the class as a presentation. They must utilize the public speaking rules.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Articulation exercise (on server)</li> <li>• Vital Speeches of the Day: <a href="http://www.vsotd.com/">http://www.vsotd.com/</a></li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Articulation exercise, speeches, feedback form</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for websites, Google forms, and writing tasks</p>

<p><b>WRITING</b></p>	<p><b>RELEVANT RESOURCES/MATERIALS/CPIs</b></p>
<p><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p><b>Tier 1 CPIs: W.9-10.2b W.9-10.1 W.9-10.6</b></p>

<ul style="list-style-type: none"> <li>• The students will create an outline for their debate speech.</li> <li>• The students will use the Internet to find sources for their debate (persuasive) speech.</li> <li>• The students will complete the “Brainstorming Topics” handout to help them come up with meaningful topics for the speech to entertain</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• Outline for debate (on server)</li> <li>• Brainstorming topics (on server)</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: L.9-10.5 W.9-10.2e W.9-10.1b</b>
<ul style="list-style-type: none"> <li>• The students will write a one-page reflection on the debate process. They will answer questions such as “Were you comfortable with the debate process? What would you have done differently? What were the strong points in your debate?”</li> <li>• The students will respond to daily journal prompts about the public speaking process. Their responses must be at least 2-3 paragraphs.</li> <li>• The students will read a transcript of JFK’s Inaugural Address. Students will underline the language devices used. They will write 3-5 sentence explanations for why they believe the language device is effective in the context.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• Student journals</li> <li>• John F. Kennedy’s Inaugural Address: <a href="http://www.famousquotes.me.uk/speeches/John_F_Kennedy/5.htm">http://www.famousquotes.me.uk/speeches/John_F_Kennedy/5.htm</a></li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: W.9-10.5 W.9-10.4</b>
<ul style="list-style-type: none"> <li>• The students will write different types of speeches for different purposes, such as a persuasive speech, informative speech, and ceremonial speech.</li> <li>• The students will edit their own work utilizing their grammar and writing knowledge.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• Student created work</li> </ul>

<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Brainstorming topics, outline, speeches, reflections, journal entries	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for access to JFK speech and writing tasks
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<b>VOCABULARY/GRAMMAR/SKILLS</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<p style="text-align: center;"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p style="text-align: center;"><b>Tier 1 CPIs:</b>  <b>L.9-10.4</b>  <b>L.9-10.4c</b>  <b>L.9-10.5a</b></p>
<ul style="list-style-type: none"> <li>● The students will receive a list of vocabulary words associated with public speaking.</li> <li>● The students will come up with their own definitions of the words on the list.</li> <li>● The class will discuss the words and use both the students’ definitions and the book definitions to come up with a comprehensive definition list.</li> <li>● In small groups, students will come up with a definition of “humor.”</li> <li>● Students will define words from new unit in Vocabu-Lit. Students will read a short passage and come up with their own definitions of words.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Public speaking vocabulary (on server)</li> <li>● Vocabu-Lit grade 9</li> </ul>
<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs:</b>  <b>L.9-10.4a</b>  <b>L.9-10.4b</b></p>
<ul style="list-style-type: none"> <li>● The students will make a list of examples of each of the vocabulary words.</li> <li>● The students will take their definition of “humor” one step further and answer some questions: “What makes something funny? Are there different types of humor? What do you personally find humorous? What do others in your group think is funny?”</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● 38 Basic Speech Experiences by Clark S. Carlile &amp; Dana V. Hensley (pages 148-157)</li> <li>● Vocabu-Lit grade 9</li> </ul>

<ul style="list-style-type: none"> <li>Students will complete the assigned practice sections from unit in Vocabu-Lit, including finding synonyms and antonyms, completing the sentence, and filling in analogies.</li> </ul>	
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: L.9-10.4d</b>
<ul style="list-style-type: none"> <li>Students will use their extended definitions of “humor” to write a speech to entertain. The speech will humor the class.</li> <li>Students will complete vocabulary quizzes to demonstrate mastery of the words</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>38 Basic Speech Experiences by Clark S. Carlile &amp; Dana V. Hensley (pages 148-157)</li> <li>Teacher-made quizzes</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Vocabulary quizzes, entertainment speech, Vocabu-Lit exercises	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for short writing assignments and readings

TEST PREP/PARCC PREP	RELEVANT RESOURCES/MATERIALS/CPIs
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: L.9-10.1</b>
<ul style="list-style-type: none"> <li>The students will complete a 20 question practice test about the principles of public speaking.</li> <li>The students will demonstrate their annotation skills by reading and annotating JFK’s Inaugural Address.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Practice test (on server)</li> <li>John F. Kennedy’s Inaugural Address:  <a href="http://www.famousquotes.me.uk/speeches/John_F_Kennedy/5.htm">http://www.famousquotes.me.uk/speeches/John_F_Kennedy/5.htm</a> </li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: L.9-10.1 W.9-10.2c</b>
<ul style="list-style-type: none"> <li>The students must write an impromptu speech based on a random topic. This will be timed.</li> <li>The teacher will give each student a different topic, such as “doing the laundry.” Students will develop the body of the</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Teacher-created topics (on server)</li> </ul>

speech that includes at least three main points and two sub points for each main point.	
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: SL.9-10.3 L.9-10.3</b>
<ul style="list-style-type: none"> <li>The teacher will provide students with a transcript of a speech from a journal such as Vital Speeches of the Day. Students will read the speech and underline the words, phrases or sentences used as transitions throughout the speech. Students will also analyze the strengths and weaknesses of the speech introduction and conclusion. They will discuss their findings in paragraph form.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Vital Speeches of the Day: <a href="http://www.vsotd.com/">http://www.vsotd.com/</a></li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Practice test, impromptu speech, Vital Speeches of the Day activity	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for websites and writings

<b>SPEAKING/LISTENING/VIEWING</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: RI.9-10.4 W.9-10.6 SL.9-10.1</b>
<ul style="list-style-type: none"> <li>The students will read through the process of creating a speech and speaking in front of a group. They will complete guided notes on each process.</li> <li>The students will present one of their speeches in their laptop video camera. This will be used to see facial expressions, eye contact, and hear the tone in students' voice.</li> <li>The students will watch a video of an effective speech and analyze how they can also be an effective speaker. They will write down 10 things that the speaker is doing effectively.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Process of public speaking: <a href="http://wps.ablongman.com/ab_public_speaking_2/24/6223/1593249.cw/index.html">http://wps.ablongman.com/ab_public_speaking_2/24/6223/1593249.cw/index.html</a></li> <li>Library Research Practice for Debate (on server)</li> </ul>

<ul style="list-style-type: none"> <li>The students will use the Internet to complete practice on finding sources for their persuasive debate speech.</li> </ul>	
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: W.9-10.3d SL.9-10.6</b>
<ul style="list-style-type: none"> <li>The students will give a speech about their favorite person in extemporaneous style. (1- 2 minute speech) This type of speech is one in which the speaker describes a favorite person who is currently living (relative, friend, athlete, musician, etc.) or a historical person who is no longer living.</li> <li>After watching their recorded performance, students will complete the “Video SelfViewing Evaluation Form” and have a class discussion about the process of public speaking.</li> <li>The students will come up with 5 ways that they can improve their speaking skills after watching their video.</li> <li>The students will complete an activity where they read a speech. They are to read the speech while expressing a verb they selected out of a hat. More directions are on the handout titled “Infinite Verb Reading.”</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Video Self-Viewing Evaluation Form (on server)</li> <li>Oral Presentation Rubric (Literacycookbook.com -&gt; Download Zone -&gt; Oral Fluency Rubrics)</li> <li>Infinite Verb Reading (on server)</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: W.9-10.6 L.9-10.3 SL.9-10.5</b>
<ul style="list-style-type: none"> <li>When the students give a speech, the other students must complete “speech reflections” while listening. The reflections will detail what they thought was successful about the speech and what needed work. They will also give other relevant information about the speech.</li> <li>The students will be given a topic and be chosen for the “pro” or “con” side of a debate. The students will have a formal debate about the topic. They must follow the debate guidelines and rules given out by the teacher.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Speech reflections (on server)</li> <li>Debate guidelines and rules (on server)</li> </ul>

<ul style="list-style-type: none"> <li>• The students will complete a listening exercise. The teacher will explain the importance of listening in public speaking. Students will get out two sheets of paper. The teacher will tell them the title of the story you are going to read. Students will write down ideas or phrases they feel will be in the story based on the title. Then, the teacher will read the story and tell students to listen for key ideas, people, and places. Then, as a class, compare lists. The class will see what things some heard that others did not and again explain how important listening is and things they might listen for during a speech</li> </ul>	
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Student speeches, debate, reflection</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Debate/persuasive speech will be cross-curricular with students' history class.</p>

## Unit 5: Poetry

### 21<sup>st</sup> Century Themes and Skills:

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: (Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)**

**Approximate Time Frame: 1-2 weeks**

### Big Ideas:

- Speaking:
  - Poetry readings: How can we choose poetry that expresses our emotions? How can we read poems to display the tone?
  - Jigsaw discussions
  - Reciting poetry
- Reading
  - Understanding poetry's meaning
  - Reading poetry with inflection
  - Understand rhyme schemes
  - Poems without rhyming
- Vocabulary/Grammar:
  - Learning words through roots.
  - Forming words with prefixes and suffixes.
  - Prepositional phrases.
  - Pronouns as objects of prepositions, prepositional phrases as adjectives and adverbs, conjunctions, conjunctive adverbs
  - Poetry vocabulary – literary devices – metaphors, similes, onomatopoeia, etc.

- Writing
  - Students write their own poetry in different styles – odes, ballads, haiku, sonnets, prose
  - Comparing a poem to a work of art; are there similarities? Can we use both of these mediums to express ourselves?

**Essential Questions:**

- How can we tell that poetry is different than prose?
- How do we define poetry?
- How can we express our thoughts and feelings through poetry?
- How are poetry and music related?
- How does poetry express imagery and other kinds of figurative language?
- How is “form” displayed in art, in particular poetry?
- What are the distinguishing characteristics of various kinds of poetry, such as ballads, odes, lyric poetry, blank verse, haiku, and sonnets?
- How can literary devices be defined, explained, and seen?
- How do these literary devices help reveal the theme of the poem?
- What is form and rhyme scheme and how can they be identified through poetry?

**Enduring Understandings:**

- Students will understand that analyzing a poem in terms of its style, structure, diction, voice and tone will help them infer its meaning in order to prove their arguments.
- Students will understand that by using sensory imagery their writing will create a visual picture in the reader’s mind.
- Students will understand that they can define and analyze poetry in order to understand the meaning behind words in literature and poetry.
- Students will understand that they can describe and interpret similes and metaphors in order to transform and write their own extended metaphor poems.
- Students will understand that they can distinguish and categorize musical poetry in order to note similarities in music and poetry and analyze music of their choosing.
- Students will add to their writing portfolio by writing and revising their poems.
- Students will learn different styles of reciting poems.
- Students will learn how to collaborate on writing poems as a collective.

READING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies	Tier 1 CPIs:

<b>(Knowledge/Comprehension)</b>	<b>RL.9-10.10</b>
<ul style="list-style-type: none"> <li>● Read through various poems to discuss the literal meaning.</li> <li>● Paraphrase the poems to show critical reading.</li> <li>● Students choose their own poems to read through and analyze according to the “You are the Editor” project.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● “Sonnet 73” by William Shakespeare</li> <li>● “Sonnet 18” by William Shakespeare</li> <li>● “Love Is” by Nikki Giovanni</li> <li>● “Phantom Limbs” by Anne Michaels</li> <li>● “I Wandered Lonely as a Cloud” by William Wordsworth</li> <li>● “If” by Rudyard Kipling</li> <li>● <a href="http://www.webexhibits.org/poetry/explore_classic_ode_examples.html">http://www.webexhibits.org/poetry/explore_classic_ode_examples.html</a></li> <li>● <a href="http://www.dummies.com/how-to/content/writing-asonnet.html">http://www.dummies.com/how-to/content/writing-asonnet.html</a></li> <li>● <a href="http://www.poemhunter.com/poem/hush-goes-thecrowd/">http://www.poemhunter.com/poem/hush-goes-thecrowd/</a> - Ballad poem example</li> <li>● <a href="http://www.types-of-poetry.org.uk/05-balladpoems.htm">http://www.types-of-poetry.org.uk/05-balladpoems.htm</a></li> <li>● Any other teacher chosen poetry on <a href="http://www.loc.gov/poetry/180/p180-list.html">http://www.loc.gov/poetry/180/p180-list.html</a></li> <li>● Student chosen poetry</li> <li>● The Sonnet Man cd by Devon Glover</li> <li>● Dodge Poetry poems and exercises</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: RI.9-10.8</b>
<ul style="list-style-type: none"> <li>● Draw inferences from poems to complete critical reading questions.</li> <li>● Read a critique of poetry and have a discussion about whether poetry can be defined.</li> <li>● Compare and contrast two poems in a 3 paragraph writing exercise. Answer the following questions (or similar ones): How are these poems alike? How are they different? What is the mood and theme of each poem? What is the rhyme scheme of each poem? How would you classify each poem? Why?</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Poetry critique – from Common Core standards</li> <li>● “What is Poetry?” by T.S. Eliot (provided in poetry packet)</li> <li>● “What is a Poet?” by ee cummings (provided in poetry packet)</li> <li>● “Ode to my sockets” by Pablo Neruda</li> </ul>

<ul style="list-style-type: none"> <li>● Make text to text, text to self analysis.</li> </ul>	
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: SL.9-10.6</b>
<ul style="list-style-type: none"> <li>● Discuss the similes and metaphors in poems and compare them to other similes and metaphors from literature.</li> <li>● Write their own similes and metaphors to show understanding of the poetic element. They must write at least 5 similes and 5 metaphors.</li> <li>● Teacher will model how to do a dramatic reading of a poem.</li> <li>● Complete a dramatic reading of a poem similar to Poe’s “The Raven” (found online). Students must read according to mood, tone, and structure.</li> <li>● Analyze their favorite poems and songs to look for literary elements, theme, rhyming schemes.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● <a href="http://www.loc.gov/poetry/180/p180-howtoread.html">http://www.loc.gov/poetry/180/p180-howtoread.html</a></li> <li>● Listen to Billy Collins discuss how to read a poem (from the website listed above)</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Comprehension questions for poems, dramatic reading (graded according to rubric), similes and metaphors activity, Compare and contrast writing activity	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Poems brought up on SMART board. Online poetry readings

WRITING	RELEVANT RESOURCES/MATERIALS/CPIs
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: RI.9-10.10</b>
<ul style="list-style-type: none"> <li>● Students will read and answer comprehension questions for poems given in the poetry packet.</li> <li>● Write one paragraph for each of the poems they chose for the “You are the Editor” project. Discuss why you like the author and answer specific questions according to the project guidelines.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● Poetry packet – found on server</li> <li>● “If” by Rudyard Kipling</li> <li>● Haiku poems – Found in poetry packet</li> <li>● “You are the Editor” project – Literacycookbook.com (Download Zone - &gt;Analyzing Literature section)</li> </ul>

<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: RI.9-10.6 L.9-10.2</b>
<ul style="list-style-type: none"> <li>● Complete journal writing in response to teacher-directed prompts.</li> <li>● After reading about what poetry is, students will give their own opinions as to what poetry is and what it means to them through 2 paragraphs.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● Journal prompts – suggestions found on server</li> <li>● Journals</li> <li>● Journal Rubric – found on Literacycookbook.com (Download Zone -&gt; Journal Writing)</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: RL.9-10.7 L.9-10.2c SL.9-10.4 W.9-10.4</b>
<ul style="list-style-type: none"> <li>● Students will write one summary paragraph discussing a common theme in the entire student chosen poetry for the “You are the Editor” project.</li> <li>● Students will write a two page paper comparing an assigned art work to a poem that they have read in class and a poem of their own choosing.</li> <li>● Students will write their own extended metaphor poems with accompanying abstract illustrations.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● <a href="http://www.victorianweb.org/authors/swinburne/hikim8.html">http://www.victorianweb.org/authors/swinburne/hikim8.html</a></li> <li>● “Extended Metaphor” examples (provided in poetry packet)</li> <li>● “You are the Editor” project – Literacycookbook.com (Download Zone -&gt; Analyzing Literature)</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Two page comparison paper (Basic directions: Choose a piece of art and a poem that have a similar THEME or MEANING. Discuss how they relate. Is the mood similar in each piece? Do they spark the same imagery? How do the authors choose to show the theme and mood? How does this artwork and poem speak to you?), Extended metaphor poem, journals (graded according to Journal Rubric on Literacycookbook.com)	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Website and artwork looked at online ( <a href="http://www.victorianweb.org/authors/swinburne/hikim8.html">http://www.victorianweb.org/authors/swinburne/hikim8.html</a> )

<b>VOCABULARY/GRAMMAR/SKILLS</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
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<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: L.9-10.4</b>
<ul style="list-style-type: none"> <li>Define the poetry terms (listed in the poetry packet).</li> <li>Create your own definitions and examples for the poetry terms.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Poetry packet terms</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: L.9-10.4c</b>
<ul style="list-style-type: none"> <li>Students will use handouts to track what types of similes and metaphors they can use in their writing and which ones will not work in their poetry.</li> <li>Students will analyze given poems to determine which literary devices are used and explain why they are used.</li> <li>Using two poems chosen by the teacher, find at least five different terms. Color code (For example – underline the metaphors in red; highlight repetition in yellow, etc.)</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Handouts</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: L.9-10.5 L.9-10.5a</b>
<ul style="list-style-type: none"> <li>Students will analyze a poem for its use of literary devices and write a paragraph explaining why one or more is used and to what effect.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Provided poems (chosen by the teacher).</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Color coded poems, paragraph discussing literary terms	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Students can use the internet to assist them in finding definitions and examples.

<b>TEST PREP/PARCC PREP</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: L.9-10.4</b>

<ul style="list-style-type: none"> <li>Students will define new vocabulary words using context clues from the reading passage and write these definitions on the hypothesis sheet.</li> <li>Students will look up the dictionary definitions of the words to see if they match their hypotheses.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Vocabu-Lit Grade 9 book</li> <li>Vocabu-Lit Grade 9 teacher’s manual</li> <li>Hypothesis sheet – on server</li> <li>Dictionaries, Dictionary.com</li> <li>“Vocabulary: How I Teach It” on Literacycookbook.com</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: L.9-10.4a L.9-10.4b</b>
<ul style="list-style-type: none"> <li>Students will use their new vocabulary words in context and complete exercises using the words.</li> <li>Students will create a sentence for each new vocabulary word. This can be done in a game form or independently.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Vocabu-Lit Grade 9 book</li> <li>Vocabu-Lit Grade 9 teacher’s manual</li> <li>“Vocabulary: How I Teach It” on Literacycookbook.com</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: L.9-10.4d</b>
<ul style="list-style-type: none"> <li>Students will have a vocabulary quiz every other Thursday for a new set of words.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Vocabu-Lit Grade 9 book</li> <li>Vocabu-Lit Grade 9 teacher’s manual</li> <li>Teacher-made quiz</li> <li>“Vocabulary: How I Teach It” on Literacycookbook.com</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Vocabulary quizzes	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Readings based on passages from History, Science, and English

<b>SPEAKING/LISTENING/VIEWING</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: L.9-10.1 RI.9-10.10</b>

<ul style="list-style-type: none"> <li>● Oral discussion of teacher assigned poems.</li> <li>● Read through a chosen poem for a class poetry reading.</li> <li>● Listen to three songs chosen by the teacher to discuss literal meaning.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Poems listed in “Reading” section</li> <li>● Student chosen poetry via the internet (school appropriate) – Suggested website: <a href="http://www.loc.gov/poetry/180/p180-list.html">http://www.loc.gov/poetry/180/p180-list.html</a></li> <li>● 3 songs – for example, “I Want to Hold Your Hand” by the Beatles</li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 CPIs: RI.9-10.4 SL.9-10.1d</b></p>
<ul style="list-style-type: none"> <li>● Note that the songs contain poetic elements and find these poetic elements. Write on the board.</li> <li>● Use the poetry critique to fuel a class discussion about thoughts and opinions. Do you agree with the critique? Have an informal debate.</li> <li>● Create a small group discussion using the Socratic Seminar method: Write down three questions about an assigned poem. In small groups, discuss the questions.</li> <li>● Students will take turns being the recorder to practice note taking skills.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Notebooks</li> <li>● Poetry Critique</li> <li>● Student generated questions</li> <li>● Literacycookbook.com (Oral Fluency section - &gt;Socratic Seminars for more information)</li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs: RL.9-10.4 L.9-10.1 SL.9-10.1c</b></p>
<ul style="list-style-type: none"> <li>● Students will complete a two minute presentation on their poem/artwork critique. They must summarize their paper using only two note cards and speak following the public speaking rubric. They will answer questions such as “How did the artwork compare to the poem you chose? Why did you choose these two? Did you have a personal connection? ETC.” This will demonstrate their knowledge of the material and speaking skills.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Student generated essays and notes.</li> </ul>

<ul style="list-style-type: none"><li>• Students will respond to the presentations through asking questions.</li></ul>	
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Presentation with directions above (graded according to general presentation rubric).	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Students may use poems or songs found online.

**Unit 6:  
Interviewing Skills – Journalism – Radio and Print / Monologues**

**21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.F.3**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: (Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)**

**Approximate Time Frame: 1-2 weeks**

**Big Ideas:**

- Speaking:
  - Performing a monologue
  - Conducting a live interview
  - Listening and comprehension
- Reading
  - Reading effective interviews.
  - Reading fluency and oration.
  - Understanding different kinds of questions comprehensive questions vs. simple questions.
  - Comparing and contrasting different interviews.
- Vocabulary/Grammar:
  - Learning journalism jargon.
  - Understanding root words.
  - Forming words with prefixes and suffixes.
  - Using context clues to figure out meaning.
- Writing

- Journalism copy interviewing
- Radio broadcast interviewing scripts
- Writing effective questions

**Essential Questions:**

- What are monologues?
- How can you write an effective monologue?
- Who is your audience when writing / performing a monologue in print, video, and radio?
- What are effective interview questions?
- What research is needed to conduct an effective interview?
- How do you analyze an interview?
- What makes an effective interviewer?
- How do you take notes during an interview to ask follow up questions?
- How do you know interviews are authentic?
- When are questions too personal?
- How is listening a part of interviewing?
- What is the role of a reporter?
- What is body language?
- What is the difference between subjectivity and objectivity?

**Enduring Understandings:**

- Students will understand that they should articulate their tone and diction.
- Students will understand how to be an effective interviewer.
- Students will understand that an interview can be for many purposes: entertainment, information, or influence.
- Students will understand how to formulate effective questions for the appropriate interviewee and the interview format.
- Students will understand what a monologue is and how to analyze and write one.
- Students will understand how to be an effective listener as an interviewer.
- Students will understand that there are different styles of interviews.
- Students will understand what it is like to be an interviewee and interviewer.

READING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: RL.9-10.10

	<b>SL.9-10.1</b>
<ul style="list-style-type: none"> <li>● Students will read and view effective interviews.</li> <li>● Students will analyze different styles of reporting.</li> <li>● Students will analyze open ended and close ended questions.</li> <li>● Students will learn how to prepare for an interview by gathering knowledge through research of the interviewee and the topic.</li> <li>● Students will critique famous tv and radio personalities who interview.</li> <li>● Students will discuss and compare and contrast interviewing strategies for roundtable discussions and one on one interviewing.</li> <li>● Students will learn the role of being a moderator or facilitator.</li> <li>● Students will research famous written, radio, and television monologues.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● <a href="http://www.acep.org/Advocacy/EffectiveMedia-Interview-Techniques/">http://www.acep.org/Advocacy/EffectiveMedia-Interview-Techniques/</a></li> <li>● <a href="http://www.nbcnews.com/id/3032608/">http://www.nbcnews.com/id/3032608/</a></li> <li>● Google search for famous tv and radio monologues.</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: W.9-10.9 SL.9-10.1a</b>
<ul style="list-style-type: none"> <li>● Students will read interviews in periodicals to understand the purpose.</li> <li>● Students will read interviews to notate questions and answers.</li> <li>● Students will read about close ended and open ended questions.</li> <li>● Students will analyze what the purpose of a monologue could be in a broadcast.</li> <li>● Students will understand the meaning of rhetorical questions in monologues.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● <a href="http://www.cbsnews.com/60-minutes/">http://www.cbsnews.com/60-minutes/</a></li> <li>● <a href="http://www.nytimes.com/2004/10/12/opinion/12scanlan.html?_r=0">http://www.nytimes.com/2004/10/12/opinion/12scanlan.html?_r=0</a></li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: RI.9-10.8 W.9-10.8</b>

<ul style="list-style-type: none"> <li>● Students will research their interviewer and the topic(s) of conversation(s).</li> <li>● Students will summarize various interviews that they've read and watched.</li> <li>● Students will role play interviewing close ended and open ended questions.</li> <li>● Students will notate questions on different monologues they've seen or heard.</li> <li>● Students will identify different tones of speakers in monologues.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Internet search</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Research developed on interviewer and topic to use for their performance interview. Summaries of interviews read and watched analyzing the format, questions, answers, and topics. Detailed notes on identifying monologues.</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Depending on interviewer, topics – it could be a wide range.</p>

WRITING	RELEVANT RESOURCES/MATERIALS/CPIs
<p><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p><b>Tier 1 CPIs: W.9-10.1</b></p>
<ul style="list-style-type: none"> <li>● Students will write paraphrases of interviews they've watched, read, and heard.</li> <li>● Students will write their own open ended and close ended questions that will script an interview.</li> <li>● Students will write follow up questions in both open ended and close ended formats.</li> <li>● Students will write different versions of 2 minute monologues through various genres.</li> <li>● Students will research known experts on a topic in the news in order to develop a panel to interview.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>●</li> </ul>

<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs: L.9-10.1 W.9-10.1c W.9-10.10</b></p>
<ul style="list-style-type: none"> <li>● Students will complete journal writing about the process of writing interview questions and what they've learned in their research.</li> <li>● Students will create an outline for the setup of a one on one talk show interview (when will there be breaks? What order are your questions? Who will be the guest(s)?</li> <li>● Students will develop a list of open ended and close ended, as well as follow up questions for their interview.</li> <li>● Students will create a list of open ended and close ended discussion formatted questions in order to moderate a roundtable discussion interview that draws on the strengths of each panelist.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Journal</li> </ul>
<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIs: SL.9-10.4 W.9-10.2b W.9-10.5</b></p>
<ul style="list-style-type: none"> <li>● Students will have written at least two 2 minute monologues on two different topics.</li> <li>● Students will have written interview questions for a 10 minute interview.</li> <li>● Students will write their own outline for a 10 minute interview show.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>●</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Paragraph summaries of interviews researched, journals, outline notes, written interview questions.</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Students may type their narrative.</p>

<b>VOCABULARY/GRAMMAR/SKILLS</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
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<p style="text-align: center;"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p style="text-align: center;"><b>Tier 1 CPIs: L.9-10.4 L.9-10.4c</b></p>
<ul style="list-style-type: none"> <li>● Students will define unfamiliar vocabulary words from the novel while silently reading.</li> <li>● Students will define words from new unit in Vocabu-Lit.</li> <li>● Students will define literary device words such as “alliteration,” repetition,” and “extended metaphors.”</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Teacher-made vocabulary materials</li> <li>● Symbolism handout (on server)</li> <li>● Dictionaries, Dictionary.com</li> </ul>
<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs: L.9-10.4a L.9-10.4b</b></p>
<ul style="list-style-type: none"> <li>● Students will complete the assigned practice sections from unit in Vocabu-Lit, including finding synonyms and antonyms, completing the sentence, and filling in analogies.</li> <li>● Students will create their own definitions of vocabulary words using context clues. They will write these on the hypothesis sheet.</li> <li>● Students will play a review game of vocabulary words in order to apply the words to real life.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Vocabu-Lit grade 9 book</li> <li>● Vocabu-Lit grade 9 teacher’s manual</li> <li>● Hypothesis sheet</li> <li>● “Vocabulary: How I Teach It” on Literacycookbook.com Download Zone -&gt; Building Robust Vocabulary</li> </ul>
<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIs: L.9-10.4d</b></p>
<ul style="list-style-type: none"> <li>● Students will complete vocabulary quizzes to demonstrate mastery of the words.</li> <li>● Students will find examples of literary devices in the works read this unit. They will keep a chart on these literary devices and apply them to their own memoir speech.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Vocabulary quizzes</li> <li>● Literary devices chart – on server</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Vocabu-Lit exercises, vocabulary quiz</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Vocabulary review game played on ENO board</p>

TEST PREP/PARCC PREP	RELEVANT RESOURCES/MATERIALS/CPIs
<p align="center"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p align="center"><b>Tier 1 CPIs: W.9-10.7</b></p>
<ul style="list-style-type: none"> <li>• Students will complete vocabulary handouts on chosen vocabulary from the novel.</li> <li>• Students will use background knowledge to participate in a discussion comparing memoirs and autobiographies.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Teacher-made vocabulary handouts on chosen vocabulary.</li> </ul>
<p align="center"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p align="center"><b>Tier 2 CPIs: W.9-10.1 SL.9-10.1a</b></p>
<ul style="list-style-type: none"> <li>• Students will complete quizzes on the chapters to demonstrate knowledge of the material and understanding of the novel.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Teacher-made quizzes</li> </ul>
<p align="center"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p align="center"><b>Tier 3 CPIs: L.9-10.3a W.9-10.2e</b></p>
<ul style="list-style-type: none"> <li>• Students will write a speech, a shortened memoir. Students will speak in front of the class.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Student speeches</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Student speech, quizzes</p>	<p align="center"><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b></p>

SPEAKING/LISTENING/VIEWING	RELEVANT RESOURCES/MATERIALS/CPIs
<p align="center"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p align="center"><b>Tier 1 CPIs: SL.9-10.2</b></p>

<ul style="list-style-type: none"> <li>● Students will view two different selfportraits from artists and write down ten words or emotions that the art brings up in them.</li> <li>● Students will watch “Address at the March on Washington,” taking notes on the audience, mood, tone, and message of the speech.</li> <li>● Students will complete a self-reflection on their speech and presentation.</li> <li>● Students will listen to a reading of “The Gettysburg Address” and compare the wording and meaning to the mood the wording creates</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Vincent Van Gogh’s “Self-Portrait” (<a href="http://www.vangoghgallery.com/misc/selfportrait.html">http://www.vangoghgallery.com/misc/selfportrait.html</a>)</li> <li>● Pablo Picasso’s “Self-Portrait” (<a href="http://pablo-picasso.paintings.name/blueperiod/gallery/self-portrait.php">http://pablo-picasso.paintings.name/blueperiod/gallery/self-portrait.php</a>)</li> <li>● “Address at the March on Washington” (<a href="http://www.youtube.com/watch?v=IwoAnFcxFw">http://www.youtube.com/watch?v=IwoAnFcxFw</a>)</li> <li>● Student self-reflection</li> <li>● “Gettysburg Address” (<a href="http://www.npr.org/templates/story/story.php?storyId=1512410">http://www.npr.org/templates/story/story.php?storyId=1512410</a>)</li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 CPIs: SL.9-10.1c SL.9-10.1</b></p>
<ul style="list-style-type: none"> <li>● Students will read biographical information about Vincent Van Gogh and Pablo Picasso. Students will note analyze how the lives of these men framed their self portraits. Students will have a class discussion about this.</li> <li>● Students will respond to two different students’ self-portraits. They must write two paragraphs describing the emotions they feel from the pictures and how they see the other student.</li> <li>● Students will participate in small group discussions about When I Was Puerto Rican using the “Literature Circles” prompts.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Biographies of Picasso and Van Gogh (found on the internet)</li> <li>● Literature circles prompts</li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs: SL.9-10.5 SL.9-10.1b</b></p>
<ul style="list-style-type: none"> <li>● Students will create their own self-portrait using pictures, color and objects. They may use the computer to complete this project or use a piece of construction paper. The project must</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Computer</li> <li>● Microsoft PowerPoint</li> <li>● Self-Portrait direction sheet</li> </ul>

<p>summarize how the students feel about themselves and how they view themselves.</p> <ul style="list-style-type: none"> <li>● Students will come to class having read “The Gettysburg Address” and “Address on the March on Washington.” In seminar form, students will explain why these are both considered great speeches. Students must note specific examples and quotes from the text and what literary devices are included in each speech. Preparation, participation, and thoughts will be assessed using a checklist.</li> <li>● Students will give a speech about a personal experience. They will have a 3-4 minute time limit and the speech must include literary devices learned in this unit.</li> </ul>	<ul style="list-style-type: none"> <li>● Self-portrait rubric (responses included in the rubric)</li> <li>● Seminar checklist</li> <li>● Student speech</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Self-portrait (graded according to rubric), Student responses, seminar checklist</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Power point, use of the internet to watch videos of address and speeches</p>

**Unit 7:**  
**Socratic Seminars Using Literary Essays and Short Stories**

**21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP5; CRP6; CRP7; CRP9; CRP12; 9.1.12.A.3; 9.1.12.A.5**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: (Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)**

**Approximate Time Frame: 2-3 weeks**

**Big Ideas:**

- Speaking:
  - Speaking in front of peers.
  - Expressing opinions / evidence through discussion and communication.
  - Showing application of literature through formal discussion.
- Reading
  - Using critical reading skills.
  - Reading silently and orally.
  - Demonstrating reading comprehension.
  - Annotating texts and preparing for discussion
  - Making text to text, text to self, text to real life.
  - Making inferences on literary texts – fiction and nonfiction.
- Vocabulary/Grammar:
  - Learning words through roots.
  - Forming words with prefixes and suffixes.
  - Using context clues to figure out meaning.

- Writing
  - Evaluation rubric checklists
  - Guided note taking
  - Question and answer sheets
  - Graphic organizers

**Essential Questions:**

- What are the tools I need to prepare as a speaker and a listener?
- What makes an efficient formal discussion?
- How do students understand rubrics to assess themselves and each other?
- How do we make inferences on what we read?
- What is the difference between evidence versus argument?
- How do students respond to positive and critical feedback from each other?

**Enduring Understandings:**

- Students will understand that they need to express evidence and arguments in order to discuss and understand texts.
- Students will understand that they need to comprehend and articulate arguments based on various points of view from texts.
- Students will understand that they should extrapolate information from the novel in order to analyze and complete study guide questions.
- Students will understand the process and roles of a socratic seminar using various texts.
- Students will understand lessons or motifs gathered from literary texts in order to discuss deeper meanings

READING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: RL.9-10.10 SL.9-10.1

<ul style="list-style-type: none"> <li>● Students will complete readings on various literary essays and short stories on various topics in current events.</li> <li>● Students will discuss what they have read and be prepared to have a formal discussion with their peers. Through discussion, students will paraphrase what they have read in specific passages.</li> <li>● Students will make connections from their own lives to the literature.</li> <li>● Students will use graphic organizers on characters, setting, tone or mood, symbols or motifs, style of the writer, point of view, and lessons or messages.</li> <li>● Students will keep a character log and describe the characters in the log.</li> <li>● Students will complete guided notes on what they read and on the socratic discussions</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Short story anthologies</li> <li>● Literary essays on gender, class, race, environment, etc.</li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 CPIs: W.9-10.9 SL.9-10.1a</b></p>
<ul style="list-style-type: none"> <li>● Students will analyze the roles of various characters and make predictions about how they will behave based on evidence from the short stories.</li> <li>● Students will complete the “Story Detectives” activity for a group of chapters.</li> <li>● Students will identify key passages and draw inferences from them.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Pop quizzes</li> <li>● “Story Detectives” found on Literacycookbook.com (Download Zone -&gt;Analyzing Literature)</li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs: RI.9-10.8 W.9-10.8</b></p>
<ul style="list-style-type: none"> <li>● Students will use the “Chapter Notes Organizer” to discuss literary devices displayed in the short story and analyze direct quotes.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● “Chapter Notes Organizer” from Literacycookbook.com (Download Zone -&gt;</li> </ul>

<ul style="list-style-type: none"> <li>Students will have to read through different websites to conduct research on their role for the group web quest.</li> </ul>	<ul style="list-style-type: none"> <li>Web Quest - <a href="http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html">http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html</a></li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Pop quizzes on assigned reading, Chapter Notes organizer	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Web Quest - <a href="http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html">http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html</a>

WRITING	RELEVANT RESOURCES/MATERIALS/CPIs
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: W.9-10.1</b>
<ul style="list-style-type: none"> <li>Students will keep a character log and describe the characters in the log. In the character logs, they will describe each character and the character’s role in the story. Does the character lead to the eventual demise? Is the character inherently evil? These are examples of questions to answer.</li> <li>Students will write paraphrases of key passages and keep them in their notes to help them remember the story.</li> <li>Students will write an outline in developing arguments to prepare them for the socratic discussion. Students will note take on what they learn from their peers’ socratic discussion.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Comprehension questions – <a href="http://staff.esuhdsd.org/danielle/English%20Department%20LVillage/Leadb">http://staff.esuhdsd.org/danielle/English%20Department%20LVillage/Leadb</a></li> <li>Character Logs – on the server</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: L.9-10.1 W.9-10.1c W.9-10.10</b>
<ul style="list-style-type: none"> <li>Students will complete journal writing about the topics read in short stories / literacy essays answering teacher-made prompts. Students will complete a response paper, 5 paragraphs, that discusses the question they choose from the list. Paper graded according to rubric on directions. Students will complete a</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Journal prompts – <a href="http://staff.esuhdsd.org/danielle/English%20Department%20LVillage/Leadb">http://staff.esuhdsd.org/danielle/English%20Department%20LVillage/Leadb</a></li> <li>“Character Analysis” from Literacycookbook.com (Download Zone -&gt; Analyzing Literature)</li> <li>Literary essays</li> </ul>

<p>“Character Analysis” for two characters of their choosing to analyze the characters in full.</p>	
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs:</b> <b>SL.9-10.4</b> <b>W.9-10.2b</b> <b>W.9-10.5</b></p>
<ul style="list-style-type: none"> <li>• Students will write a 2 page essay analyzing two or more short stories comparing and contrasting characters as evidence to support a specific theme</li> <li>• For each chapter, students will complete paragraph starters. In this assignment, a topic sentence is given where an argument is made. Students are to defend the deduction in at least a paragraph with evidence from the novel.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Expository writing rubric</li> <li>• Paragraph starters</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Expository essay (graded according to the rubric found on the server), paragraph starters</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Students may type their essays.</p>

<p><b>VOCABULARY/GRAMMAR/SKILLS</b></p>	<p><b>RELEVANT RESOURCES/MATERIALS/CPIs</b></p>
<p><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p><b>Tier 1 CPIs:</b> <b>L.9-10.4</b> <b>L.9-10.4c</b></p>
<ul style="list-style-type: none"> <li>• Students will make a vocabulary list from each short story or literary essay on words they do not know. Students will then use context clues to define the words. A group activity will be to check the definitions that the students came up with in the dictionary.</li> <li>• Students will define words from new unit in Vocabu-Lit.</li> <li>• Students will read a short passage and come up with their own definitions of words.</li> <li>• Students will use websites to help them understand new vocabulary in the web quest.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Teacher-made vocabulary materials Symbolism handout (on server) Dictionaries, Dictionary.com</li> </ul>

<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: L.9-10.4a L.9-10.4b</b>
<ul style="list-style-type: none"> <li>• Students will complete the assigned practice sections from unit in Vocabu-Lit, including finding synonyms and antonyms, completing the sentence, and filling in analogies.</li> <li>• Students will create their own definitions of vocabulary words using context clues. They will write these on the hypothesis sheet.</li> <li>• Students will play a review game of vocabulary words in order to apply the words to real life.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• Vocabu-Lit grade 9 book</li> <li>• Vocabu-Lit grade 9 teacher’s manual</li> <li>• Hypothesis sheet</li> <li>• “Vocabulary: How I Teach It” on Literacycookbook.com (Download Zone -&gt; Building Robust Vocabulary)</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: L.9-10.4d</b>
<ul style="list-style-type: none"> <li>• Students will find examples of symbolism in the story to illustrate the meaning. They will create visuals to bring the symbolism to life.</li> <li>• Students will complete vocabulary quizzes to demonstrate mastery of the words.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• Art supplies Novel Symbolism handout (on server) Vocabulary quizzes</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Symbolism examples handout, Vocabu-Lit exercises, vocabulary quiz	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Vocabulary review game played on ENO board

<b>TEST PREP/PARCC PREP</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: W.9-10.7</b>

<ul style="list-style-type: none"> <li>● Students will complete vocabulary handouts on chosen vocabulary from the novel.</li> <li>● Students will gather notes on the novel in order to write a persuasive essay.</li> <li>● Teacher will explain and make students aware of 4 point writing scale. The teacher will grade at least 3 open ended questions using this scale.</li> <li>● Students will recall information from the novel and complete a fill-in-the-blank exercise using recall strategies.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Teacher-made vocabulary handouts on chosen vocabulary.</li> <li>● 4 Point Writing Scale - <a href="http://www.state.nj.us/education/njpep/assessment/hspa/hspa_la/module_4/open_ended_pop-up.htm">http://www.state.nj.us/education/njpep/assessment/hspa/hspa_la/module_4/open_ended_pop-up.htm</a></li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 CPIs: W.9-10.1 SL.9-10.1a</b></p>
<ul style="list-style-type: none"> <li>● Students will complete quizzes on the chapters to demonstrate knowledge of the material and understanding of the novel.</li> <li>● Students will analyze given test questions and identify what critical reading skill they are testing.</li> <li>● Students will make inferences on the novel by completing an assessment and showing that they comprehend the major plot points in the novel.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Teacher-made quizzes</li> <li>● <a href="http://staff.esuhsd.org/danielle/English%20Department%20LVIllage/Leadbetter/Lord%20of%20the%20Flies.pdf">http://staff.esuhsd.org/danielle/English%20Department%20LVIllage/Leadbetter/Lord%20of%20the%20Flies.pdf</a></li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs: L.9-10.3a W.9-10.2e</b></p>
<ul style="list-style-type: none"> <li>● Students will follow the six-point writing scale to complete a persuasive essay.</li> <li>● Students will use their knowledge of MLA format to compile their persuasive essay in this format.</li> <li>● Students will write a persuasive essay that details their opinion and backs the information up with evidence from the novel</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Six-point writing scale (<a href="http://educationnorthwest.org/webfm_send/773">http://educationnorthwest.org/webfm_send/773</a>)</li> <li>● Persuasive essay prompt</li> <li>● MLA guidelines – (<a href="http://www.ccc.commnet.edu/mla/index.shtml">http://www.ccc.commnet.edu/mla/index.shtml</a>)</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Persuasive Essay</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Essays will be typed</p>

SPEAKING/LISTENING/VIEWING	RELEVANT RESOURCES/MATERIALS/CPIs
<p align="center"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p align="center"><b>Tier 1 CPIs: SL.9-10.2</b></p>
<ul style="list-style-type: none"> <li>• Students will listen to a reading of three chapters from Lord of the Flies. After listening, they will complete their own oral reading of the novel. They will use the model to demonstrate their fluency and diction.</li> <li>• Students will view the movie version of Lord of the Flies. While watching, the teacher will choose certain scenes from the movie for students to reflect on. Is the movie what they had envisioned in the novel? Answer these questions and more.</li> <li>• Students will write a one page review of the movie. They will include their personal connections to the story, the best scene of the movie, and the worst scene. They will include some actors they can see playing the parts and how the movie reflects what is going on in our world today</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• <i>Lord of the Flies</i> DVD</li> <li>• Recorded reading of <i>Lord of the Flies</i></li> </ul>
<p align="center"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p align="center"><b>Tier 2 CPIs: SL.9-10.1c SL.9-10.1</b></p>
<ul style="list-style-type: none"> <li>• Students will use deductive reasoning skills to complete the “Who Will Survive?” activity in small, cooperative groups. Students will then discuss as a class how they completed the “Who Will Survive?” activity and analyze why students choose who they did.</li> <li>• Students will work both independently and cooperatively to complete a WebQuest on the novel. The exact directions are included on the website given.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• “Who Will Survive” group activity – on server</li> <li>• Web Quest - <a href="http://www.kn.pacbell.com/wired/files/webgoodevira.html">http://www.kn.pacbell.com/wired/files/webgoodevira.html</a></li> </ul>
<p align="center"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p align="center"><b>Tier 3 CPIs: SL.9-10.5 SL.9-10.1b</b></p>

<ul style="list-style-type: none"> <li>● Students will compare and contrast the novel <i>Lord of the Flies</i> and the movie version of <i>Lord of the Flies</i> in both a class discussion and through a three paragraph journal. Journal graded according to the journal rubric.</li> <li>● Students will take use knowledge of the novel to complete a WebQuest on the novel. In cooperative groups, they will create a sustainable island. Their island must be fully functioning and rely on many of the same ideals that the island in the novel did. They must discuss, debate, and decide as a group how they will do this. More directions are found on the directions for the Web Quest.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● <i>Lord of the Flies</i> DVD</li> <li>● <i>Lord of the Flies</i> novel</li> <li>● Journals Journal rubric found on Literacycookbook.com (Download Zone -&gt; Journal Writing)</li> <li>● Web Quest - <a href="http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html">http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html</a></li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Web Quest (graded according to rubrics found on the website), 3 paragraph journal, “Who Will Survive” graded according to the cooperative learning activity rubric</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Web Quest brings in different disciplines such as social studies, humanities, and science</p>

## Unit 8: Creative Writing

### 21<sup>st</sup> Century Themes and Skills:

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices:** CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

**NJSLS Technology:** 8.1.12.C.1; 8.1.12.F.1

**Interdisciplinary Connections:** (Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)

**Approximate Time Frame:** 1-2 weeks

### Big Ideas:

- Speaking:
  - Group brainstorm
  - Reciting and acting
- Reading
  - Read own personal writing
  - Read a short play
- Vocabulary/Grammar:
  - Learning words through roots.
  - Forming words with prefixes and suffixes.
- Writing
  - Picture Prompt Writing
  - Play writing

**Essential Questions:**

- How do students develop setting, plot, conflict, characters, and conclusions?
- How do you formulate a story based on a visual picture?
- How can dialogue improve character development?

**Enduring Understandings:**

- Students will understand how to write an engaging story using the elements of a story.
- Students will understand how to create diversified and complex characters.
- Students will understand how to set up a conflict and resolve it.

READING	RELEVANT RESOURCES/MATERIALS/CPIs
<p style="text-align: center;"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p style="text-align: center;"><b>Tier 1 CPIs: RL.9-10.10 SL.9-10.1</b></p>
<ul style="list-style-type: none"> <li>● Students will understand the elements of a story within a play.</li> <li>● Students will read a short story.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Play or Short Stories</li> </ul>
<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs: W.9-10.9 SL.9-10.1a</b></p>
<ul style="list-style-type: none"> <li>● Students will analyze the roles of various characters and make predictions about how they will behave based on evidence from the novel.</li> <li>● Students will complete the “Story Detectives” activity for a group of chapters.</li> <li>● Students will identify key passages and draw inferences from them.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● <i>Lord of the Flies</i> novel</li> <li>● Pop quizzes “Story Detectives” found on Literacycookbook.com (Download Zone -&gt;Analyzing Literature)</li> </ul>
<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIs: RI.9-10.8 W.9-10.8</b></p>

<ul style="list-style-type: none"> <li>• Students will use the “Chapter Notes Organizer” to discuss literary devices displayed in the chapter and analyze direct quotes.</li> <li>• Students will have to read through different websites to conduct research on their role for the group web quest.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• “Chapter Notes Organizer” from Literacycookbook.com (Download Zone -&gt;</li> <li>• Web Quest - <a href="http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html">http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html</a></li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Pop quizzes on assigned reading, Chapter Notes organizer</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Web Quest - <a href="http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html">http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html</a></p>

<b>WRITING</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<p style="text-align: center;"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p style="text-align: center;"><b>Tier 1 CPIs: W.9-10.1</b></p>
<ul style="list-style-type: none"> <li>• Students will keep a character log and describe the characters in the log. In the character logs, they will describe each character and the character’s role in the story. Does the character lead to the eventual demise? Is the character inherently evil? These are examples of questions to answer.</li> <li>• Students will write paraphrases of key passages and keep them in their notes to help them remember the story.</li> <li>• Students will respond to open-ended questions in paragraph form. These open ended questions will be comprehension questions from the story.</li> <li>• Students will write an outline for their essay question to organize their thoughts. This will help both the teacher and student see progress in the writing stages.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Comprehension questions – <a href="http://staff.esuhd.org/danielle/English%20Department%20LVillage/Leadb">http://staff.esuhd.org/danielle/English%20Department%20LVillage/Leadb</a></li> <li>• Character Logs – on the server</li> </ul>
<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs: L.9-10.1 W.9-10.1c W.9-10.10</b></p>

<ul style="list-style-type: none"> <li>• Students will complete journal writing about the novel answering teacher-made prompts.</li> <li>• Students will complete a response paper, 5 paragraphs, that discusses the question they choose from the list. Paper graded according to rubric on directions.</li> <li>• Students will complete a “Character Analysis” for two characters of their choosing to analyze the characters in full.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Novels</li> <li>• Journal prompts – <a href="http://staff.esuhd.org/danielle/English%20Department%20LVillage/Leadb">http://staff.esuhd.org/danielle/English%20Department%20LVillage/Leadb</a></li> <li>• “Character Analysis” from Literacycookbook.com (Download Zone -&gt; Analyzing Literature)</li> <li>• Lord of the Flies response paper – on server</li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs: SL.9-10.4 W.9-10.2b W.9-10.5</b></p>
<ul style="list-style-type: none"> <li>• Students will write a two page (7-9 paragraphs) persuasive essay answering the question – “Who do you blame more for the demise of the island – Ralph or Jack? Why do you think this? Use evidence from the novel to strengthen your argument.”</li> <li>• For each chapter, students will complete paragraph starters. In this assignment, a topic sentence is given where an argument is made. Students are to defend the deduction in at least a paragraph with evidence from the novel.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Persuasive writing essay directions Paragraph starters</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Persuasive essay (graded according to the rubric found on the server), paragraph starters</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Students may type their essays</p>

VOCABULARY/GRAMMAR/SKILLS	RELEVANT RESOURCES/MATERIALS/CPIs
<p><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p><b>Tier 1 CPIs: L.9-10.4 L.9-10.4c</b></p>
<ul style="list-style-type: none"> <li>• Students will make a vocabulary list from each chapter of the novel on words they do not know.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Lord of the Flies vocabulary list - <a href="http://staff.esuhd.org/danielle/English%20Department">http://staff.esuhd.org/danielle/English%20Department</a></li> </ul>

<ul style="list-style-type: none"> <li>● Students will then use context clues to define the words. A group activity will be to check the definitions that the students came up with in the dictionary.</li> <li>● Students will define words from new unit in Vocabu-Lit. Students will read a short passage and come up with their own definitions of words.</li> <li>● Students will use websites to help them understand new vocabulary in the web quest.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-made vocabulary materials</li> <li>● Symbolism handout (on server)</li> <li>● Dictionaries, Dictionary.com</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: L.9-10.4a L.9-10.4b</b>
<ul style="list-style-type: none"> <li>● Students will complete the assigned practice sections from unit in Vocabu-Lit, including finding synonyms and antonyms, completing the sentence, and filling in analogies.</li> <li>● Students will create their own definitions of vocabulary words using context clues. They will write these on the hypothesis sheet.</li> <li>● Students will play a review game of vocabulary words in order to apply the words to real life.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● Novels</li> <li>● Journal prompts – <a href="http://staff.esuhsd.org/danielle/English%20Department%20LVillage/Leadb">http://staff.esuhsd.org/danielle/English%20Department%20LVillage/Leadb</a></li> <li>● “Character Analysis” from Literacycookbook.com (Download Zone -&gt; Analyzing Literature)</li> <li>● Lord of the Flies response paper – on server</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: SL.9-10.4 W.9-10.2b W.9-10.5</b>
<ul style="list-style-type: none"> <li>● Students will write a two page (7-9 paragraphs) persuasive essay answering the question – “Who do you blame more for the demise of the island – Ralph or Jack? Why do you think this? Use evidence from the novel to strengthen your argument.”</li> <li>● For each chapter, students will complete paragraph starters. In this assignment, a topic sentence is given where an argument is made. Students are to defend the deduction in at least a paragraph with evidence from the novel.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● Persuasive writing essay directions</li> <li>● Paragraph starters</li> </ul>

<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Persuasive essay (graded according to the rubric found on the server), paragraph starters	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Students may type their essays.
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<b>TEST PREP/PARCC PREP</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: W.9-10.7</b>
<ul style="list-style-type: none"> <li>● Students will complete vocabulary handouts on chosen vocabulary from the novel.</li> <li>● Students will gather notes on the novel in order to write a persuasive essay.</li> <li>● Teacher will explain and make students aware of 4 point writing scale. The teacher will grade at least 3 open ended questions using this scale.</li> <li>● Students will recall information from the novel and complete a fill-in-the-blank exercise using recall strategies.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● Teacher-made vocabulary handouts on chosen vocabulary. 4 Point Writing Scale - <a href="http://www.state.nj.us/education/njpep/assessment/hspa/hspa_la/module_4/open_ended_pop-up.htm">http://www.state.nj.us/education/njpep/assessment/hspa/hspa_la/module_4/open_ended_pop-up.htm</a></li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: W.9-10.1 SL.9-10.1a</b>
<ul style="list-style-type: none"> <li>● Students will complete quizzes on the chapters to demonstrate knowledge of the material and understanding of the novel.</li> <li>● Students will analyze given test questions and identify what critical reading skill they are testing.</li> <li>● Students will make inferences on the novel by completing an assessment and showing that they comprehend the major plot points in the novel.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● Teacher-made quizzes <a href="http://staff.esuhd.org/danielle/English%20Department%20LVillage/Leadbetter/Lord%20of%20the%20Flies.pdf">http://staff.esuhd.org/danielle/English%20Department%20LVillage/Leadbetter/Lord%20of%20the%20Flies.pdf</a></li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: L.9-10.3a W.9-10.2e</b>

<ul style="list-style-type: none"> <li>● Students will follow the six-point writing scale to complete a persuasive essay.</li> <li>● Students will use their knowledge of MLA format to compile their persuasive essay in this format.</li> <li>● Students will write a persuasive essay that details their opinion and backs the information up with evidence from the novel.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● Six-point writing scale (<a href="http://educationnorthwest.org/webfm_send/773">http://educationnorthwest.org/webfm_send/773</a>,</li> <li>● Persuasive essay prompt</li> <li>● MLA guidelines – (<a href="http://www.ccc.commnet.edu/mla/index.shtml">http://www.ccc.commnet.edu/mla/index.shtml</a>)</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Persuasive essay	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Typed essays

<b>SPEAKING/LISTENING/VIEWING</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<p style="text-align: center;"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p style="text-align: center;"><b>Tier 1 CPIs: SL.9-10.2</b></p>
<ul style="list-style-type: none"> <li>● Students will listen to a reading of three chapters from <i>Lord of the Flies</i>. After listening, they will complete their own oral reading of the novel. They will use the model to demonstrate their fluency and diction.</li> <li>● Students will view the movie version of <i>Lord of the Flies</i>. While watching, the teacher will choose certain scenes from the movie for students to reflect on. Is the movie what they had envisioned in the novel? Answer these questions and more.</li> <li>● Students will write a one page review of the movie. They will include their personal connections to the story, the best scene of the movie, and the worst scene. They will include some actors they can see playing the parts and how the movie reflects what is going on in our world today</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● <i>Lord of the Flies</i> DVD</li> <li>● Recorded reading of <i>Lord of the Flies</i></li> </ul>
<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs: SL.9-10.1c SL.9-10.1</b></p>

<ul style="list-style-type: none"> <li>● Students will use deductive reasoning skills to complete the “Who Will Survive?” activity in small, cooperative groups.</li> <li>● Students will then discuss as a class how they completed the “Who Will Survive?” activity and analyze why students chose who they did.</li> <li>● Students will work both independently and cooperatively to complete a Web Quest on the novel. The exact directions are included on the website given.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● “Who Will Survive” group activity – on server</li> <li>● Web Quest - <a href="http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html">http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html</a></li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 CPIs: SL.9-10.5 SL.9-10.1b</b></p>
<ul style="list-style-type: none"> <li>● Students will compare and contrast the novel Lord of the Flies and the movie version of Lord of the Flies in both a class discussion and through a three paragraph journal. Journal graded according to the journal rubric.</li> <li>● Students will use knowledge of the novel to complete a Web Quest on the novel. In cooperative groups, they will create a sustainable island. Their island must be fully functioning and rely on many of the same ideals that the island in the novel did. They must discuss, debate, and decide as a group how they will do this. More directions are found on the directions for the Web Quest.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Lord of the Flies DVD</li> <li>● Lord of the Flies novel</li> <li>● Journals</li> <li>● Journal rubric found on Literacycookbook.com (Download Zone -&gt; Journal Writing)</li> <li>● Web Quest - <a href="http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html">http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html</a></li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Web Quest (graded according to rubrics found on the website), 3 paragraph journal, “Who Will Survive” graded according to the cooperative learning activity rubric</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Web Quest brings in different disciplines such as social studies, humanities, and science</p>

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments that require higher level thinking</p> <p>Varied Lexile levels of reading</p> <p>Increased production in writing assignments</p> <p>Substituting written texts with project based learning</p>	<p><b>Modifications for Classroom</b></p> <p>Literature-Centered Language Development chapter.</p> <p><b>Instructional Supports:</b></p> <p>Hands-on materials</p> <p>-bilingual dictionaries</p> <p>-visual aids</p> <p>-teacher made adaptations, outlines, study guides</p> <p>-varied leveled texts of the same content</p> <p><b>Modifications for Homework/ Assignments</b></p> <p><b>Preparing students for the lesson:</b></p> <ul style="list-style-type: none"> <li>• Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.</li> </ul>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p>

<p>Varying time requirements to complete assignments</p> <p>Student-directed learning/ independent studies</p> <p><b>Extension Activities</b></p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments that require higher level thinking</p> <p>Flexible Grouping: <a href="http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy">http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</a></p> <p>Jigsaw Activities: <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a></p>	<ul style="list-style-type: none"> <li>• Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.</li> <li>• Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in English.</li> <li>• Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses.</li> <li>• Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc</li> </ul> <p><b>Presenting the Lesson</b></p> <ul style="list-style-type: none"> <li>• Use multiple strategies and varied instructional tools to increase the</li> </ul>	<p>Student may request books on tape / CD / digital media, as available and Varied Lexile levels of reading</p> <ul style="list-style-type: none"> <li>• Increased production in writing assignments</li> <li>• Substituting written texts with project based learning</li> <li>• Varying time requirements to complete assignments</li> </ul> <p>Student-directed learning/ independent studies appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p><b>Modifications for Homework and Assignments</b></p>	<p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p>
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	<p>opportunities for students to develop meaningful connections between content and the language used in instruction.</p> <ul style="list-style-type: none"> <li>• Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.</li> <li>• Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.</li> <li>• Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful.</li> </ul> <p><b>Modified Assignments</b></p> <p>Native Language Translation (peer, online assistive technology,</p>	<p>Extended time to complete assignments</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p><b>Modifications for Assessments</b></p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>	<p><b>Modifications for Homework and Assignments</b></p> <p>Extended time to complete assignments.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p><b>Modifications for Assessments</b></p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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	<p>translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> <p><b>Additional Resources</b></p> <p>CanDo Descriptors - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <p>Colorin Colorado - <a href="http://www.colorincolorado.org/educators/">http://www.colorincolorado.org/educators/</a></p> <p>WIDA - <a href="https://www.wida.us/">https://www.wida.us/</a></p>		
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