

Advanced English Grade 9

BOARD APPROVAL DATE: August 2020

BOARD ADOPTION OF STATE STANDARDS: September 2012; Revised

2016**Unit Overview (Standards Coverage)**

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R4. NJSLSA.R9. NJSLSA.W2. NJSLSA.W4. NJSLSA.W9.	How do our experiences shape who we are as individuals and influence our individual choices?	Read actively to identify/compare themes Analyze characters Identify/compare conflicts Analyze tone Analyze mood Make inferences Write a proper thesis statement Incorporate textual evidence into writing Use proper MLA format	One marking period
Unit 2	NJSLSA.R2. NJSLSA.R3. NJSLSA.R4. NJSLSA.R5. NJSLSA.R6. NJSLSA.W3.	How do our experiences shape who we are as individuals and influence our perception of the world around us?	Utilize plot structure Develop a conflict within writing Utilize correct dialogue format Identify impact of point of view Utilize characterization Identify symbolism	One marking period
Unit 3	NJSLSA.R1. NJSLSA.R2. NJSLSA.R6. NJSLSA.R9. NJSLSA.W1. NJSLSA.W4. NJSLSA.W9.	How do our experiences shape who we are as individuals and influence our contribution to society?	Identify how literary elements develop theme Incorporate direct quotes Paraphrase effectively Utilize a valid source in performance task Incorporate secondary sources Successfully support thesis statement	One marking period
Unit 4	NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. NJSLSA.R4. NJSLSA.R5.	How do our experiences shape who we are as individuals and influence our relationships?	Identify uses of monologue, soliloquy, and aside Identify foil characters Analyze uses of irony	One marking period

	NJSLSA.W4.			
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This document outlines in detail the answers to the following four questions:

- 1. What do we want our students to know?**
- 2. How do we know if they learned it?**
- 3. What do we do if they did not learn it?**
- 4. What do we do when they did learn it?**

Unit 1 Advanced English I

Content & Practice Standards (write in full)	Interdisciplinary Standards	Critical Knowledge & Skills
<p>LA.RL.9-10.1 - [Progress Indicator] - 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>LA.RL.9-10.2 - [Progress Indicator] - 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>LA.RL.9-10.3 - [Progress Indicator] - 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>LA.RL.9-10.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LA.RL.9-10.9 - [Progress Indicator] - 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).</p> <p>LA.W.9-10.2 - [Progress Indicator] - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> • SOC.9-12.1.1.1 - Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. 	<ul style="list-style-type: none"> • Read actively to identify/compare themes • Analyze characters • Identify/compare conflicts • Analyze tone • Analyze mood • Write a proper thesis statement • Incorporate textual evidence into writing • Use proper MLA format

<p>LA.W.9-10.4 - [Progress Indicator] - 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.)</p> <p>LA.W.9-10.9 - [Progress Indicator] - Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p>		
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Unit 1 Advanced English I

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p>In Unit 1, students will learn that a similar theme can be found in multiple literature pieces. The unit purpose is to identify the common theme and support this theme with appropriate evidence.</p>	<p>*The Secret Life of Bees *The Pact *The Pearl *Ender’s Game *Animal Farm *Lord of the Flies *A Long Way Gone The Most Dangerous Game Escape From Afghanistan Cask of Amontillado A Poison Tree</p> <p>*Summer Reading Books</p>

UNDERSTANDINGS

Students will understand that personal experiences have the ability to shape an individual’s choices and reactions to situations.

Students will know...	Students will be able to...
<p>Authors use literary devices to develop a theme. Characters develop and change throughout a text. Multiple conflicts occur within individual literature pieces. Tone is developed through word choice. Mood and tone are different and are examined through word choice, setting, and subject matter. Authors present similar themes across genres.</p>	<p>Analyze characters: Identify protagonist and antagonist Identify the protagonist’s change and the impact on the resolution Identify the antagonist and the impact on the protagonist</p> <p>Analyze conflict: Identify conflicts</p>

<p>A thesis statement has an arguable opinion and support Effectively incorporate textual evidence to demonstrate skills and themes. A formal essay must be written in proper MLA format</p>	<p>Determine character motivations and impact on plot Identify resolution to conflict and lesson learned</p> <p>Analyze tone: Identify author’s purpose Evaluate author’s word choice Determine impact of word choice on reader</p> <p>Analyze mood: Identify setting and its effect on characters and plot Evaluate word choice</p> <p>Analyze theme: Identify theme of work based on literary devices Identify textual evidence to support theme Identify common themes among works</p> <p>Develop research simulation task: Write a proper thesis statement with an arguable theme and supporting details Incorporate textual evidence into writing Use proper MLA format</p>
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Stage 2 – Assessment Evidence

<p>Performance Tasks: Research Simulation Task with three pieces: focus on textual evidence. Students will write an essay identifying similar themes between multiple texts utilizing textual evidence.</p>	<p>Other Evidence (Alternate Assessments): Anticipation Guides, Guided Reading Packets, Station Presentation Reviews, Teacher Observation, Projects, Independent Reading/Analyzing Cold Material, Journals, Annotation Charts, Quizzes, Skill-based tests, Text-Based Short Answers, Textual Evidence Practice, Benchmark</p>
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Stage 3 – Learning Plan

- 1. Assess incoming ability to identify a theme using summer reading.**
- 2. Anticipatory activities: anticipation guides, journals, informational video clips, etc**
- 3. Model active reading utilizing the skill set that contributes to theme: characterization, mood, conflict, tone.**
- 4. Practice active reading utilizing skill set through independent reading.**
- 5. Practice providing appropriate textual evidence related to skill set.**
- 6. Practice identifying a common theme in a short in class writing.**
- 7. Complete a research simulation task using three literature pieces to identify a common theme and support that theme with appropriate evidence. This final performance based assessment will be graded using a rubric.**

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:

Allow students with confidence to help instruct and remediate struggling students.
Advanced readings and writings and opportunities for application of skills

Tier I:

Small group instruction
Differentiated graphic organizers
Differentiated informal assessments
Peer review and conferencing

Tier II:

Tutoring center
Additional materials for practice
Additional corrections of previous work
Parent contact

Tier III:

I&RS
Alternative readings with similar themes
Modify groupings
Writing Lab

ELL:

Incorporate visual cues
Engage in group work
Utilize ELL resource teacher
Address culturally unique vocabulary
Google translate, native language dictionary

504s:

Refer to individual 504 plans
Written, visual or audible supports and/or alternates

Extended time
Graphic organizers

SPED:

Refer to IEP plans

Read 180 (HS only)

Additional guided reading time based on targeted intervention

Skills groups and practice via small group instruction

Use of graphic organizers to complete assignments

Appropriate text

Unit 2 Advanced English I		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p>LA.RL.9-10.2 - [Progress Indicator] - 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>LA.RL.9-10.3 - [Progress Indicator] - 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>LA.RL.9-10.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LA.RL.9-10.5 - [Progress Indicator] - 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).</p> <p>LA.RL.9-10.6 - [Progress Indicator] - 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.</p>	<ul style="list-style-type: none"> ● SOC.9-12.1.1.1 - Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. 	<ul style="list-style-type: none"> ● Utilize plot structure ● Develop a conflict within writing ● Utilize correct dialogue format ● Identify impact of point of view ● Utilize characterization ● Identify symbolism
Unit 2 Advanced English I		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
<p>In Unit 2, students will learn how to write a narrative. The unit purpose is to utilize point of view and plot structure to effectively write an independent narrative.</p>	<p>The Scarlet Ibis A Brother’s Crime Teacher Specific Novels: Advanced-Lord of the Flies</p>	

UNDERSTANDINGS

Students will understand that our experiences determine how we view the world around us.

Students will know...

Flashbacks impact the plot structure
 Point of view shapes a story
 Structure, sequence, and use of time within a reading impact the themes/main ideas.
 Character motives advance the plot
 Symbolism enriches a story
 Correct use of dialogue in a narrative

Students will be able to...

Evaluate the use of a flashback on the plot structure of a story

Analyze point of view:
 Identify point of view and determine the impact of point of view on the plot

Evaluate how a character’s motives impact the plot and create conflicts

Analyze symbolism:
 Identify symbolism
 Evaluate the impact of the symbols on theme

Utilize correct dialogue format when writing a narrative

Stage 2 – Assessment Evidence

Performance Tasks:

Narrative Writing Task: focus on creating a narrative essay based on alternate points of view or alternate endings.

Other Evidence (Alternate Assessments):

Anticipation Guides, Guided Reading Packets, Station Presentation Reviews, Teacher Observation, Projects, Independent Reading/Analyzing Cold Material, Journals, Annotation Charts, Quizzes, Skill-based tests, Alternate Ending Organizer, Alternate Point of View Practice, Benchmark

Stage 3 – Learning Plan

1. Assess prior knowledge of narrative structure using graphic organizer based on previous readings.
2. Anticipatory activities: anticipation guides, journals, informational video clips, etc
3. Model active reading utilizing the skill set that contributes to narrative: plot structure, conflict, dialogue, point of view, characterization, symbolism.
4. Practice active reading utilizing skill set through independent reading.
5. Practice telling a portion of the story from an alternate point of view.
6. Complete a narrative writing using effective narrative elements. This final performance based assessment will be graded using a rubric.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:

**Allow students with confidence to help instruct and remediate struggling students.
Advanced readings and writings and opportunities for application of skills**

Tier I:

**Small group instruction
Differentiated graphic organizers
Differentiated informal assessments
Peer review and conferencing**

Tier II:

**Tutoring center
Additional materials for practice
Additional corrections of previous work
Parent contact**

Tier III:

**I&RS
Alternative readings with similar themes
Modify groupings
Writing Lab**

ELL:

**Incorporate visual cues
Engage in group work
Utilize ELL resource teacher
Address culturally unique vocabulary
Google translate, native language dictionary**

504s:

**Refer to individual 504 plans
Written, visual or audible supports and/or alternates
Extended time**

Graphic organizers

SPED:

Refer to IEP plans

Read 180 (HS only)

Additional guided reading time based on targeted intervention

Skills groups and practice via small group instruction

Use of graphic organizers to complete assignments

Appropriate text

Unit 3 Advanced English I

Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p>LA.RL.9-10.1 - [Progress Indicator] - 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>LA.RL.9-10.2 - [Progress Indicator] - 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>LA.RL.9-10.6 - [Progress Indicator] - 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.</p> <p>LA.RL.9-10.9 - [Progress Indicator] - 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)</p> <p>LA.9-10.W.9-10.1 - [Progress Indicator] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>LA.W.9-10.4 - [Progress Indicator] - 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.)</p> <p>LA.W.9-10.9 - [Progress Indicator] - Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> ● SOC.9-12.1.3.2 - Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias ● SOC.9-12.1.3.3 - Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. 	<ul style="list-style-type: none"> ● Identify how literary elements develop theme ● Incorporate direct quotes ● Paraphrase effectively ● Utilize a valid source in performance task ● Incorporate secondary sources ● Successfully support thesis statement

Unit 3 Advanced English I	
Stage 1 – Desired Results	
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
In Unit 3, students will learn how to write a literary analysis essay. The unit purpose is to utilize literary skills to determine a theme, as well as support a well written thesis statement with textual evidence and secondary sources.	Teacher Specific Novels The Odyssey
UNDERSTANDINGS	
Students will understand that our personal experiences impact our contribution to society.	
Students will know...	Students will be able to...
A theme develops throughout a text. Author’s use effective textual evidence. Successful writing effectively incorporates textual evidence. How to identify a valid source. All parts of an effective essay relate to the thesis	Determine a central theme of a novel Identify and extract specific textual evidence over the course of a work that demonstrates the central theme Create an argument to prove how the theme is developed Develop an appropriate thesis statement based on the aforementioned argument Successfully support thesis statement throughout an essay Incorporate direct quotes within a body paragraph Incorporate a valid secondary source within the essay
Stage 2 – Assessment Evidence	
Performance Tasks: Literary Analysis Task: focus on how a literary element develops a theme and effectively utilize secondary sources to support a thesis statement.	Other Evidence (Alternate Assessments): Anticipation Guides, Guided Reading Packets, Station Presentation Reviews, Teacher Observation, Projects, Independent Reading/Analyzing Cold Material, Journals, Annotation Charts, Quizzes, Skill-based tests, Text-Based Short Answers, Textual Evidence Practice, Benchmark

Stage 3 – Learning Plan

1. **Anticipatory activities: anticipation guides, journals, informational video clips, etc.**
2. **Model active reading utilizing the skill set that contributes to literary analysis: literary elements.**
3. **Practice active reading utilizing skill set through independent reading.**
4. **Direct instruction on valid secondary sources (reliable v. unreliable).**
5. **Practice evaluating sources through teacher generated material.**
6. **Practice connecting valid secondary sources to the text.**
7. **Complete a literary analysis performance task using effective writing elements. This final performance based assessment will be graded using a rubric.**

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:

Allow students with confidence to help instruct and remediate struggling students.

Advanced practice

Additional readings

Advanced readings and writings and opportunities for application of skills

Tier I:

Small group instruction

Differentiated graphic organizers

Differentiated informal assessments

Peer review and conferencing

Tier II:

Tutoring center

Additional materials for practice

Additional corrections of previous work

Parent contact

Tier III:

I&RS

Alternative readings with similar themes

Modify groupings
Writing Lab

ELL:
Incorporate visual cues
Engage in group work
Utilize ELL resource teacher
Address culturally unique vocabulary
Google translate, native language dictionary

504s:
Refer to individual 504 plans
Written, visual or audible supports and/or alternates
Extended time
Graphic organizers

SPED:
Refer to IEP plans
Read 180 (HS only)
Additional guided reading time based on targeted intervention
Skills groups and practice via small group instruction
Use of graphic organizers to complete assignments
Appropriate text

Unit 4 ELA Advanced English I		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p>LA.RL.9-10.1 - [Progress Indicator] - 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>LA.RL.9-10.2 - [Progress Indicator] - 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>LA.RL.9-10.3 - [Progress Indicator] - 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>LA.RL.9-10.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LA.RL.9-10.5 - [Progress Indicator] - 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).</p> <p>LA.W.9-10.4 - [Progress Indicator] - 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.)</p>	<p>SOC.9-12.1.1.1 - Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</p> <p>SOC.9-12.1.1.2 - Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</p>	<p>Identify uses of monologue, soliloquy, and aside</p> <p>Identify foil characters</p> <p>Analyze uses of irony</p>
Unit 4 Advanced English I		

Stage 1 – Desired Results	
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
In Unit 4, students will understand that a drama is different from other types of genres by examining dramatic elements. The purpose of the unit is for students to demonstrate understanding of dramatic elements through creative expression.	Romeo and Juliet
UNDERSTANDINGS	
Students will understand that our personal experiences affect our relationships with others.	
Students will know...	Students will be able to...
Literary elements are presented in a drama Characterization develops through the use of dramatic elements Irony helps to develop a theme	Identify uses of monologue, soliloquy, and aside based on specific traits of each type of speech Evaluate the importance of different types of speeches Identify foil characters. Evaluate the impact and meaning of the foils Identify types of irony. Analyze uses of irony. Determine how uses of irony develop themes through the work.
Stage 2 – Assessment Evidence	
Performance Tasks: Verbal Expression Task- focus on presenting a clear and coherent argument related to themes within the drama. (Who is to blame? How could events have been prevented?)	Other Evidence (Alternate Assessments): Anticipation Guides, Guided Reading Packets, Station Presentation Reviews, Teacher Observation, Projects, Journals, Annotation Charts, Quizzes, Skill-based tests, Benchmark
Stage 3 – Learning Plan	
<ol style="list-style-type: none"> 1. Anticipatory activities: anticipation guides, journals, informational video clips, etc 2. Model active reading utilizing the skill set that contributes to drama: structure, dialogue, characterization, speech devices, irony. 3. Allow students opportunities to read and interpret text independently. 4. Determine central themes with specific supporting textual evidence. 	

5. Present thematic findings to class with specific examples. Be able to support opinion with clear language.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

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Additional corrections of previous work
Parent contact

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I&RS
Alternative readings with similar themes
Modify groupings
Writing Lab

ELL:

Incorporate visual cues
Engage in group work
Utilize ELL resource teacher
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Refer to individual 504 plans

Written, visual or audible supports and/or alternates

Extended time

Graphic organizers

SPED:

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Use of graphic organizers to complete assignments

Appropriate text