

Honors 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	NJLSA.R1. NJLSA.R2. NJLSA.R3. NJLSA.R4. NJLSA.R9. NJLSA.W2. NJLSA.W4. NJLSA.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	NJLSA.R2. NJLSA.R3. NJLSA.R4. NJLSA.R5. NJLSA.R6. NJLSA.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	NJLSA.R1. NJLSA.R2. NJLSA.R6. NJLSA.R9. NJLSA.W1. NJLSA.W4. NJLSA.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	NJLSA.R1. NJLSA.R2. NJLSA.R3. NJLSA.R4. NJLSA.R5. NJLSA.W4.	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

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 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>	<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>Read actively and independently to identify/compare themes</p> <p>Analyze characters</p> <p>Identify/compare conflicts</p> <p>Analyze tone</p> <p>Analyze mood</p> <p>Write a proper thesis statement</p> <p>Incorporate textual evidence into writing</p> <p>Use proper MLA format</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>		
---	--	--

Unit 1 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 purpose of the unit is to identify the common theme and support this theme with appropriate evidence in an independent writing assignment.</p>	<p>*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. 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>Analyze characters: Independently identify protagonist and antagonist Evaluate the protagonist’s change and the impact on the resolution Evaluate the antagonist and the impact on the protagonist Compare similarities between characters across multiple texts</p> <p>Analyze conflict: Independently identify conflicts Evaluate character motivations and impact on plot Connect resolution of story to the lesson learned</p> <p>Analyze tone: Independently identify author’s purpose</p>

	<p>Evaluate the author's word choice and how this word choice develops the tone Independently identify words in reading piece that create the tone</p> <p>Analyze mood: Identify impact and effect of setting on characters and plot Evaluate word choice</p> <p>Analyze theme: Independently 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- quote or paraphrase Use proper MLA format</p>
--	--

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>
--	--

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. Utilize active, independent reading to analyze skill set.
5. Student-directed learning groups to discuss and evaluate skill set.
6. Participate in student-led discussions to assess comprehension and understanding.
7. Practice finding appropriate textual evidence related to skill set using graphic organizer.
8. Practice identifying a common theme in a short in class writing.
9. Independently find common theme between two literature pieces.
10. 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
Writing Lab

ELL:

Incorporate visual cues
Engage in group work
Utilize ELL resource teacher
Address culturally unique vocabulary

504s:

Adhere to specifications in individual 504 plans.

- Written, visual or audible supports and/or alternates
- Extended time
- Graphic organizers

SPED:

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 level text

Unit 2 CONTENT GRADE/COURSE		
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>	<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>Utilize plot structure</p> <p>Develop a conflict within writing</p> <p>Utilize correct dialogue format</p> <p>Identify impact of point of view</p> <p>Utilize characterization</p> <p>Identify symbolism</p>
Unit 2 CONTENT GRADE/COURSE		
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 purpose of the unit is to utilize point of view and plot structure to effectively write an independent narrative.</p>	<p>The Scarlet Ibis</p> <p>A Brother’s Crime</p> <p>1984</p>	
UNDERSTANDINGS		
<p>Students will understand that our experiences determine how we view the world around us.</p>		

Students will know...	Students will be able to...
<p>Flashbacks impact the plot structure Point of view shapes a story Structure, sequence, and use of time within a reading impact the theme Character motives advance the plot Symbolism helps to develop a theme Correct use of dialogue in a narrative</p>	<p>Evaluate how the use of a flashback impacts the plot structure of a story</p> <p>Analyze point of view: Independently identify point of view Determine the impact of point of view on the plot Evaluate how a story would be different if told from a different point of view</p> <p>Evaluate how a character’s motives impact the plot and create conflicts</p> <p>Analyze symbolism: Identify symbols and their significance in relation to the story Evaluate the impact of the symbols on theme</p> <p>Utilize correct dialogue format when writing a narrative</p>

Stage 2 – Assessment Evidence

<p>Performance Tasks: Narrative Writing Task: focus on creating a narrative essay based on alternate points of view or alternate endings.</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, Alternate Ending Organizer, Alternate Point of View Practice, Benchmark</p>
--	---

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 narrative: plot structure, conflict, dialogue, point of view, characterization, symbolism.
3. Utilize active, independent reading to analyze skill set.
4. Student-directed learning groups to discuss and evaluate skill set.
5. Participate in student-led discussions to assess comprehension and understanding.
6. Discuss and evaluate how the point of view affects the structure and content of the literature piece.
7. Identifying important symbols and making a connection to plot and theme.
8. 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
Writing lab
Additional materials for practice
Additional corrections of previous work
Parent contact

Tier III:

I&RS
Writing Lab

ELL:

Incorporate visual cues
Engage in group work
Utilize ELL resource teacher
Address culturally unique vocabulary

504s:

Adhere to specifications in individual 504 plans.

- Written, visual or audible supports and/or alternates
- Extended time
- Graphic organizers

SPED:

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 level text

Unit 3 CONTENT GRADE/COURSE		
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>	<p>SOC.9-12.1.3.2 - Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias</p> <p>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.</p>	<p>Identify how literary elements develop theme</p> <p>Incorporate direct quotes</p> <p>Paraphrase effectively</p> <p>Utilize a valid source in performance task</p> <p>Find credible sources</p> <p>Incorporate secondary sources</p> <p>Successfully support thesis statement</p>
Unit 3 CONTENT GRADE/COURSE		

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 purpose of the unit is to utilize literary skills to determine a theme, as well as support a well written thesis statement with textual evidence and secondary sources.	1984 The Odyssey
UNDERSTANDINGS	
Students will understand that our personal experiences impact our contribution to society.	
Students will know...	Students will be able to...
<p>A theme develops throughout a text.</p> <p>Author's use effective textual evidence.</p> <p>Successful writing effectively incorporates textual evidence.</p> <p>How to identify a valid source.</p> <p>All parts of an effective essay relate to the thesis</p>	<p>Determine a central theme of a novel</p> <p>Identify and extract specific textual evidence over the course of a work that demonstrates the central theme</p> <p>Create an argument to prove how the theme is developed</p> <p>Develop an appropriate thesis statement based on the aforementioned argument</p> <p>Successfully support thesis statement throughout an essay</p> <p>Incorporate paraphrases within a body paragraph</p> <p>Evaluate the validity of a secondary source</p> <p>Independently find a credible secondary source</p> <p>Incorporate a valid secondary source in the essay</p>
Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <p>Literary Analysis Task: focus on how a literary element develops a theme and effectively utilize secondary sources to support a thesis statement.</p>	<p>Other Evidence (Alternate Assessments):</p> <p>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>
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 literary analysis: literary elements. 3. Practice paraphrasing assigned material 4. Utilize active, independent reading to analyze skill set. 5. Student-directed learning groups to discuss and evaluate skill set. 6. Participate in student-led discussions to assess comprehension and understanding. 7. Direct instruction on valid secondary sources (reliable v. unreliable). 8. Independently perform research using the media center databases 	

9. **Independently find a credible and valid secondary source**
10. **Evaluate where the secondary source information will work best in essay**
11. **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 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
Writing lab
Additional materials for practice
Additional corrections of previous work
Parent contact

Tier III:

I&RS
Writing Lab

ELL:

Incorporate visual cues
Engage in group work
Utilize ELL resource teacher
Address culturally unique vocabulary

504s:

Adhere to specifications in individual 504 plans.

- Written, visual or audible supports and/or alternates
- Extended time
- Graphic organizers

SPED:

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 level text

Unit 4 ELA GRADE/COURSE		
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>Analyze foil characters</p> <p>Analyze uses of irony</p> <p>Paraphrase different speeches</p>
Unit 4 ELA GRADE/COURSE		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	

<p>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.</p>	<p>Romeo and Juliet</p>
--	-------------------------

UNDERSTANDINGS

Students will understand that our personal experiences affect our relationships with others.

Students will know...	Students will be able to...
<p>Literary elements are presented in a drama Characterization develops through the use of dramatic elements Irony helps to develop a suspense</p>	<p>Identify uses of monologue, soliloquy, and aside based on specific traits of each type of speech Evaluate what a speech device reveals about the character Determine why a particular speech device is needed in a scene Paraphrase assigned speeches Evaluate character traits to identify foils Analyze uses of irony and how irony develops suspense</p>

Stage 2 – Assessment Evidence

<p>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?)</p>	<p>Other Evidence (Alternate Assessments): Anticipation Guides, Guided Reading Packets, Station Presentation Reviews, Teacher Observation, Projects, Journals, Annotation Charts, Quizzes, Skill-based tests, Benchmark</p>
---	--

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 drama: structure, dialogue, characterization, speech devices, irony.
3. Students will read and interpret text independently.
4. Student-directed learning groups to discuss and evaluate skill set.
5. Participate in student-led discussions to assess comprehension and understanding.
6. Paraphrase assigned speeches to demonstrate understanding.
7. Determine central themes with specific supporting textual evidence.
8. 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

<p>Gifted & Talented: Allow students with confidence to help instruct and remediate struggling students. Advanced readings and writings and opportunities for application of skills</p>
<p>Tier I: Small group instruction Differentiated graphic organizers Differentiated informal assessments Peer review and conferencing</p>
<p>Tier II: Tutoring center Additional materials for practice Additional corrections of previous work Parent contact</p>
<p>Tier III: I&RS Writing Lab</p>
<p>ELL: Incorporate visual cues Engage in group work Utilize ELL resource teacher Address culturally unique vocabulary</p>
<p>504s: Adhere to specifications in individual 504 plans.</p> <ul style="list-style-type: none">● Written, visual or audible supports and/or alternates● Extended time● Graphic organizers
<p>SPED: 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 level text</p>

