Unit 1: Building Blocks of a Story

Content Area: **English**
Course(s): **ENGLISH I**
Time Period: **Marking Period 1**
Length: **10 weeks**
Status: **Published**

Standards

Reading Standards

LA.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.
LA.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.
LA.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.
LA.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.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.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).
LA.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.
LA.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).
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Writing Standards

LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.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.
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.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.)
LA.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.
LA.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.
LA.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.
LA.9-10.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. 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.

Language/Speaking & Listening Standards

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.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.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related

	independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.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.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.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.
LA.L.9-10.4.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.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.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.
LA.L.9-10.4.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).
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.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.
LA.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.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.
LA.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.
LA.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.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will read works of fiction, nonfiction, drama with similar themes and realistic plots to become better readers: connect with text, ask questions, make predictions, interpret text, extend text, and challenge text. They will also focus on plot, setting, suspense, conflict, and irony.

Students will learn that there are different genres of literature and a variety of types of writing so that in the long run students will be able to read and distinguish amongst nonfiction, fiction, drama, and poetry as well as write descriptive, narrative, and expository.

Concepts

Understandings

1) There are four genres of literature and writing.
2) There are four main types of conflict in a literary plot.
3) Conflict drives the plot of every story and creates the drive and motivation behind each character's actions.
4) Good comprehension is based upon their ability to connect with any given reading material.
5) Writers use a variety of strategies to elaborate and enhance their work to adequately address the target audience.
6) Reading strategies help to deepen our understanding of a text.
7) The elements of fiction.
8) The building blocks of a short story.

Essential Questions

- How can we utilize the writing process effectively?

- What are the elements of fiction?

- How does conflict shape a character, and where may we see this in our everyday lives?

- How do stories begin, build, and unfold?

- How do authors develop characters over the course of a given work?

Critical Knowledge and Skills

Skills

Students will be able to:

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite

specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Engage in activities to use and understand new vocabulary words using context clues.
- Identify and apply plot, suspense, irony, and setting.
- Identify direct and indirect characterization.
- Read and comprehend short stories, poetry, nonfiction works and dramas.
- Recognize cultural differences and diversities.
- Demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
- Make connections with the material in the text and apply the lessons learned to their lives.
- Practice reading aloud and silently to improve their skills in each area.
- Enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
- Read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

Knowledge

Students will know:

- Elements of plot structure including theme, setting, characters, point of view, exposition, rising action, climax, falling action, and resolution.
- How to identify literary terms and figurative language and analyze their purpose in a work of fiction and nonfiction.
- How to identify the point of view of a given work of fiction.
- How to identify the type of conflict within a plot.
- How to structure the writing according to purpose.
- How to effectively use textual support and evidence within a written response.
- How to recognize common themes that are important components in fiction (struggles, decisions, love, and human emotions).
- How to summarize a given piece of text.
- The necessary components to produce a narrative essay.
- How to go back into the story to answer questions sufficiently? What characteristics constitute and differentiate fiction from non-fiction?
- How to participate in collaborative discussions and evaluate the participation of others appropriately.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)
- Classwork

- Guided Reading Questions
- Discussions
- Intro and Exit Tickets
- Graphic Organizer
- Outlines
- Annotated text
- Multiple Choice Questions
- Open-Ended Responses / Short Writing Exercises
- Projects
- Quizzes
- Tests

School Summative Assessment Plan

- Close reading tests and quizzes (elements of fiction)

- Summative Benchmark/Narrative Writing

Primary Resources

- "The Adventures of the Speckled Band" by Arthur Conan Doyle
- "The Most Dangerous Game" by Richard Connell),
- "The Sniper" by Liam O'Flaherty
- "The Necklace" by Guy de Maupassant
- "Poison" by Roald Dahl
- "Marigolds" by Eugenia Collier
- "The Gift of the Magi" by O. Henry
- "A Days Wait" by Ernest Hemmingway

Supplementary Resources

Additional outside resources:

- Readworks.org
- Quizlet.com
- Kahoot.com
- IXL.com
- Shmoop.com
- Audiobook
- Youtube
- CommonLit.com
- Google Read and Write (web app)
- Grammarly (web app)
- Pixar short- *Bao*
- Switchzoo.com
- CommonLit: "How Jackie Robinson Changed Baseball"
- "All Summer in a Day" by Ray Bradbury

Technology Integration and Differentiated Instruction

Technology Integration

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)

- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.

- One to One Student laptop

    ○ All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- Additional Support Videos

- Use of search engines, online websites, etc.

- Online assessments (LinkIt and Google Forms)

- Review of information/terms/etc. (Kahoot.com and Quizlet.com)

Differentiated Instruction

English Language Learners (N.J.A.C.6A:15)

❏ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏ All assignments have been created in the student's native language.

❏ Use of translation dictionary and/or online resource for translations

❏ Work with ELL Teacher to allow for all assignments to be completed with extra time.

❏ Tiered reading, if applicable.

❏ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

Special Education Students (N.J.A.C.6A:8-3.1)

❏ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

❏ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

❏ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

Interdisciplinary Connections

MATH -

SCIENCE -

SOCIAL STUDIES - Review Civil War in Ireland, briefly discuss history of how Jackie Robinson changed the game of baseball.

WORLD LANGUAGES - Students will encounter specific phrases in the Amigo Brothers that stem from Puerto Rican roots.

VISUAL/PERFORMING ARTS - Create end of novel visual.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Key Points to Focus on this year:
→ Writing a "Good Healthy Paragraph" with TEAM, HABIT and RECAP acronyms
→ Team paragraph formatting
→ Incorporating textual evidence in written responses
→ Emphasis on the building blocks of a story (plot diagram, characterization)
→ Identifying figurative language
→ Grammar (reinforce sentence fragments, comma splices, run-on sentences)
→ Establish the stages of the writing process

→ Introduce how to annotate informational texts and determine purpose

Incorporate IXL diagnostic and skill practice throughout the unit.

First Week of School:

TW introduce rules, procedures, and expectations of class.

SW complete "getting to know you" activities.

SW participate in an in-class writing task related to their summer reading or a personal reflection.

Weeks 1-2

Reading	Activity	Assessment Options
"All in a Summer Day" (5+ Days)	-Comprehension Pre-Test -RAFT -Review Pre-Test -Guided notes on Plot structure/Elements of Fiction -Pixar Short "Bao" with plot diagram -Introduce Story, author, make predictions, review setting (Civil War in Ireland)	• Pre-Test
"The Sniper" by Liam O'Flaherty Audio Version on YouTube (5-6 Days)	-Vocabulary Context Clues Assignment. Review strategies -Optional Task: IXL on Context Clues -Read story aloud together, model and complete guided reading activities -Plot Diagram -Quiz Skills of focus: Setting, plot, types of irony	• Formative assessment via class participation and discussion. • Formative assessment of guided questions and/or graphic organizer. (Unit 1 Graphic Organizer) • Formative assessment via close reading quiz.

Weeks 3-4

Reading	Activity	Assessment Option
	-Week 1:	
	-Review types of conflict prior to reading. (Video Clips)	
	-Introduce "The Most Dangerous Game" (predictions, literary devices, vocabulary, context clues)	
	-While reading, identify types of conflict (color coding) on document.	
	-Read to right BEFORE students find out "the game"	
"The Most Dangerous Game"	-SwitchZoo Activity (1 class period)	• Formative diagram)
-Audio on YouTube	Week 2:	• Multiple C
	-Guided instruction on characterization using STEAL	
	-Guided practice using quotes about General Zaroff	
	-Independent practice using Rainsford	
	-Introduce a good health paragraph using TEAM paragraph structure.	
	-Team writing prompt using conflict/characterization (3 days)	
	-Tracking Plot Assignment (if time permits)	

Weeks 5-6

Reading	Activity	Assessment Options
"The Speckled Band"	-Introduce Story (author, background, characters, POV notes, vocabulary)	• Formative assessment via class participation and discussion.
(5-6 days)	-Start reading together with students. Finish story independently.	
	-Guided reading activities	• Formative assessment of guided questions and/or graphic organizer. (Unit 1 Graphic Organizer)
	-Characterization of Holmes and Watson activity using STEAL chart	
	-Assessment	• Formative assessment via close reading quiz.
"Marigolds" by Eugenia Collier		

-Focus on theme

-Theme statement

-Lesson on Dialogue

-RAFT

Week 7:

Reading	Activity	Assessment Opti
"Amigo Brothers" (3-4 Days)	SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. Skills of focus: Setting, plot, conflict, character, inciting incident Students will have formative assessment.	• Formativ • Formativ • Common
"How Jackie Robinson Changed Baseball" (1 Day)	SW use Commonlit to complete an informational close reading task. Skills of focus: Citing evidence, sequence, vocabulary	• Formativ
TEAM Writing Task on Conflict (1-2 Days)	SW use "Amigo Brothers" and "How Jackie Robinson Changed Baseball" to draft a TEAM paragraph comparing the types of conflicts involved in each story (Man against Man, Man against Self, Man against Society, etc…)	• Writing t

Weeks 8-9: END OF UNIT BENCHMARK
-Read "The Gift of the Magi" and narrative writing task

Optional Tasks if time permits:

Reading	Activity	Assessment Optio
"The Necklace" (4-5 Days)	SW read the text silently or teacher will lead reading. As this happens, SW complete a graphic organizer and/or close reading questions to help reinforce/review skills. Skills of focus: Setting, plot, conflict, character, inciting incident Students will have formative assessment.	• Formative • Formative • Commonli
"Poison"		

Unit 2: Outcomes of a Story

Content Area: **English**
Course(s): **CP ENGLISH I**
Time Period: **Marking Period 2**
Length: **10 weeks**
Status: **Published**

Standards

Reading Literature

LA.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.
LA.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.
LA.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.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Reading Information

LA.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.
LA.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.
LA.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).
LA.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.

Writing

LA.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.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures,

	tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.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.)
LA.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.
LA.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

LA.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.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.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.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.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.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.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.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.
LA.L.9-10.4.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.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.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.
LA.L.9-10.4.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).
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.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.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or

	practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Transfer Goals

Transfer Goals

Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

Concepts

Essential Questions

How are literary techniques used to develop theme? character? conflict? etc.?

What is justice?

Why must we seek to understand experiences that we may never have?

Why must we address hard topics in schools/classrooms?

Understandings

Understanding literary elements (character, setting, suspense, conflict tone, mood) and techniques improves the reader's ability to make meaning of the text.

Textual evidence should be the basis of all literary analysis.

Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres.

Critical Knowledge and Skills

Knowledge

Students will know:

How to identify the theme of a work.

How authors develop conflict and create suspense.

How authors use tone to create mood

How authors develop a character.

Skills

Students will be able to:

Summarize the theme of a given work

Cite evidence

Analyze and interpret literature

Critique tone and mood

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Study guides/ Guided Reading Questions

Discussions

Journals

Warm-ups and/or door passes

Graphic organizers, reading and Vocabulary quizzes

Peer editing sheets

Annotated text

Reading checks

Rough drafts

Outlines

Exit tickets

Google Forms

School Summative Assessment Plan

Close reading tests and quizzes on passages and articles with similar themes/topics/ideas

Thematic Essay

Choice Board/One-Pager

Midterm

Primary Resources

All American Boys by Brendan Kiely and Jason Reynolds

Supplementary Resources

Plot Graphic Organizer

STEAL chart

Guided reading questions

Outlines

Audible

IXL

CommonLit: Harlem Renaissance (https://www.commonlit.org/en/texts/the-harlem-renaissance)

Bill Keane (The Family Circus)

Pixar short: *Paperman*

Technology Integration & Differentiated Instruction

Technology Integration

- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)

- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.

- One to One Student laptop

  - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- Additional Support Videos

- Use of search engines, online websites, etc.

- Online assessments (LinkIt and Google Forms)

- Review of information/terms/etc. (Kahoot.com and Quizlet.com)

Differentiated Instruction

English Language Learners (N.J.A.C.6A:15)

❏ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏ All assignments have been created in the student's native language.

❏ Use of translation dictionary and/or online resource for translations

❏ Work with ELL Teacher to allow for all assignments to be completed with extra time.

❏ Tiered reading, if applicable.

❏ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

Special Education Students (N.J.A.C.6A:8-3.1)

❏ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

❏ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

❏ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

Interdisciplinary Connections

MATH -

SCIENCE -

SOCIAL STUDIES - Discuss the racial injustices in the legal system.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Create their own cartoon version of the Family Circus.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Current events in society, political awareness.

Learning Plan / Pacing Guide

Key Points to Focus on this year:

→ Writing a "Good Healthy Paragraph" with TEAM, HABIT and RECAP acronyms

→ Team paragraph formatting

→ Incorporating textual evidence in written responses

→ Emphasis on the building blocks of a story (plot diagram, characterization)

→ Identifying figurative language

→ Grammar (reinforce sentence fragments, comma splices, run-on sentences)

→ Establish the stages of the writing process

→ Introduce how to annotate informational texts and determine purpose

Incorporate IXL diagnostic and skill practice throughout the unit.

Week 1

Reading	Activity	Assessment Options
Introduction to *All American Boys* AND Zoom In and Friday	• Introductory activities related to authors, title, cover, topics, key vocabulary, and predictions. • Read (audiobook): Zoom In and Rashad: pages 1-23, Quinn- pages 24-40 　　o Audible length is 24 minutes • Complete guided reading activities focusing on setting / character / conflict(s)	-Section quiz -TEAM writing task on INTERNAL conflict

Week 2-3

Reading	Activity	Assessment Options
All American Boys: Saturday, Sunday, Monday	• Read (whole class and independent): Rashad: pages 43-60, Quinn- pages 61-82 (Rashad is 25:00 , Quinn is 28:00) • Characterization FRAYER model • Complete guided reading activities focusing on character / mood and tone/ internal conflict • Writing response (page 69): Who do you	Section quizzes Quinn writing response The Family Circus

want to be? How do you want the world to
see you?

- Read (whole class and
  independent): Rashad: pages 85-101,
  Quinn: 102-120 (23:00 for Rashad, 26:00
  for Quinn)

- Pre-teach vocabulary for Sunday (context
  clues)

- Complete guided reading activities
  focusing on
  characterization/suspense/theme

- QUIZ on Saturday and Sunday

- Aaron Douglas (African American
  painter) and Bill Keane (The Family
  Circus) analysis and interpretation.

- CommonLit on Harlem Renaissance

- Read (whole class and independent):
  Quinn (pages 123-140, 24:00 long) guided
  reading activities-Rashad (141-162, 30:00
  long) guided reading activities
- Students create Quinn's version of the
  Family Circus

Week 4-5

Reading	Activity	Assessment Options
All American Boys: Tuesday	• Read (whole class and independent): Quinn: pages 167-185 (27:00) Rashad: pages 186-203 (23:00)	
		TEAM paragraph
TEAM Paragraph	• Writing response on the importance of setting "Setting Writing Prompt" under Monday/Tuesday TEAM paragraph	Quiz
	• Quiz on Monday/Tuesday	

Week 6

Reading	Activity	Assessment Options
	• Read (whole class and independent): Quinn: pages 208-225 (26:00)	
All American Boys: Wednesday	o Tracking Plot Organizer • Rashad: pages 226-246 (29:00) o Tracking Plot Organizer	IXL (optional)

Week 7-9

Reading	Activity	Assessment Options
	• Read (whole class and independent): Quinn: pages 249-267, (25:00) Rashad: pages 268-282 (18:00) • Complete guided reading activities focusing on character and conflict	
All American Boys: Thursday, Friday, and Zoom Out *All American Boys*: Project	• Read (whole class and independent): Quinn: pages 285-296 (16:00) Rashad: pages 297-308 (17:00) Quinn and Rashad (1:30) • Guided reading and end-of-novel activities • Choice board OR one-pager as final culminating assessment	Choice Board / One-Pager Project

Week 10 & 11

Reading	Activity	Assessment Options
All American Boys Essay	-Review chapters of the story (after the break) -PIXAR theme activity (Paper Man) with a graphic organizer -Write a thematic statement about what the Paper Man learned	Theme Statement Thematic Essay

Midterm

-Outline- Compose a THEME STATEMENT   Midterm
for *All American Boys*

HABIT- Write introduction paragraph

TEAM- Write body paragraphs (2)

RECAP- Write Conclusion

Works Cited page

Review Rubric/Checklist- Review common
errors in writing.

Edit/Revise and submit the final draft

Midterm preparation and assessment

Unit 3: Literature and the World

Content Area: **English**
Course(s): **CP ENGLISH I**
Time Period: **Marking Period 3**
Length: **10 weeks**
Status: **Published**

Standards

Reading Literature

LA.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.
LA.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.
LA.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.

Reading Information

LA.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.
LA.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.
LA.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.
LA.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).
LA.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).
LA.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.
LA.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.
LA.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.
LA.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

LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.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.)
LA.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.
LA.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.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.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).
LA.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.
LA.9-10.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. 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.

Speaking and Listening

LA.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.

LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.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.
LA.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.
LA.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.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.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.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.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.
LA.L.9-10.4.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.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.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.
LA.L.9-10.4.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).
LA.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.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Transfer Goals

Transfer Goals

Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

Concepts

Essential Questions

What strategies or techniques do individuals use to successfully argue a claim or position?

How do format and structure influence the writing of a successful persuasive piece of writing?

How have writers, historians, and other prominent speakers crafted their speeches and essays in an effort to help us visualize the world?

Understandings

Theme

Setting

Character

Conflict

Critical Knowledge and Skills

Knowledge

Students will know:

How authors effectively convey theme

How setting influences the development of a story

How characters are developed to convey theme

How conflict influences theme

Skills

Students will be able to:

Identify theme and critique author's ability to effectively convey theme

Connect the use of setting to effective conveyance of theme

Synthesize characters and conflict to understand world views

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Study guides/ Guided Reading Questions

Discussions

Journals

Warm-ups and/or door passes

Graphic organizers, reading and Vocabulary quizzes

Peer editing sheets

Annotated text

Reading checks

Rough drafts

Outlines

Exit tickets

Google Forms

School Summative Assessment Plan

Close reading tests and quizzes on passages and articles with similar themes/topics/ideas

Summative Research Paper

Rhetorical techniques poster presentation

Primary Resources

CommonLit: "Celebrating the Lunar New Year" by Jessica McBirney

"The Struggle to be an All American Girl"

Barack Obama's speech "National Address to America's School Children"

George W. Bush's address to the nation after 9/11

Ronald Reagan's speech on the Space Shuttle Challenger

Martin Luther King's speech "I Have a Dream"

John Lewis's speech at the March on Washington

"Speech to the Association of Los Alamos Scientists"

"Letter to President Truman"

"Dropping the Bomb" History.org

Supplementary Resources

SOAPSTone graphic organizer

Revision Checklist

Ethos/Pathos/Logos graphic organizer

IXL.com

SIRS database

Technology Integration & Differentiated Instruction

Technology Integration

- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)

- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.

- One to One Student laptop

   ○ All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- Additional Support Videos

- Use of search engines, online websites, etc.

- Online assessments (LinkIt and Google Forms)

- Review of information/terms/etc. (Kahoot.com and Quizlet.com)

Differentiated Instruction

English Language Learners (N.J.A.C.6A:15)

❏ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏ All assignments have been created in the student's native language.

❏ Use of translation dictionary and/or online resource for translations

❏ Work with ELL Teacher to allow for all assignments to be completed with extra time.

❏ Tiered reading, if applicable.

❏ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

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Special Education Students (N.J.A.C.6A:8-3.1)

❏ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

❏ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

❏ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

Interdisciplinary Connections

MATH - Students will incorporate facts and statistics into a research paper.

SCIENCE -

SOCIAL STUDIES - Students will analyze speeches by US presidents and leading advocates that relate to

historical events.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Students will explore Chinese cultures and customs. Students will explore Asian immigration and assimilation within the United States.

Learning Plan / Pacing Guide

Key Points to Focus on this year:
→ Writing a "Good Healthy Paragraph" with TEAM, HABIT and RECAP acronyms
→ Team paragraph formatting
→ Incorporating textual evidence in written responses
→ Emphasis on the building blocks of a story (plot diagram, characterization)
→ Identifying figurative language
→ Grammar (reinforce sentence fragments, comma splices, run-on sentences)
→ Establish the stages of the writing process

→ Introduce how to annotate informational texts and determine purpose

Incorporate IXL diagnostic and skill practice throughout the unit.

Week 1:

Reading	Activity	Assessment Optio
	-What is Non-Fiction? Review strategies for annotating	

text.

-"Celebrating the Lunar New Year" by Jessica McBirney Google doc assignment to practice annotating

Reading	Activity	Assessment Optio
"The Struggle to be an All-American Girl" (2-3 Days)	-Intro activities -Read using the annotating skills learned. -Review story -Discuss writing prompt/graphic organizer on "The Struggle to be an All-American Girl" and "The Lunar New Year". (review Chinese Culture in 2 TEAM paragraphs)	• Team Para Organizer

Weeks 2-3

Reading	Activity	Assessment Optio
-Rhetorical Strategies -Steve Jobs Stanford 2005 Commencement Speech	-Review Rhetorical Strategies -Practice using commercials to determine ethos/pathos/logos -Analyze a commencement speech using a graphic organizer- Steve Jobs Stanford 2005 • View clip then read transcript together. -Introduce SOAPSTone analyzing commencement speech -Students will have a choice of speech to complete the Speech Analysis Project.	• Graphic O
Speech Analysis Project (Choices) to complete SOAPSTone	• Access to video clips/transcripts. • SOAPSTone graphic organizer (outline) • Visual poster presentation	• Project

Weeks 4-5:

-Read and Annotate Two informational texts on the same topic (Topic will relate to either history/culture/science Ex: WW2)

-Students will synthesize information to determine author's purpose

-Paired Texts on CommonLit

Weeks 6-10

Reading	Activity	Assessment Optio
	-Introduce research paper (Pro/Con) and review topics (social media, cell phones and school uniforms).	
	*students will choose a topic and determine which viewpoint they want to argue in their paper. *provide resources from SIRS database	
	-Review navigation of SIRS database	
	username: wdeagles	
	password: WDHSe22!	
Research Task (15-20 Days)	-Annotate informational sources related to chosen viewpoint (provided)	• Research F
	-Complete outline	
	-HABIT introduction to the issue and their viewpoint	
	-Team body paragraph 1: support viewpoint with two pieces of evidence	
	-Team body paragraph 2: support viewpoint with two pieces of evidence	
	-RECAP- Conclusion	
	-Works Cited page	

-Outline

-Brainstorm

-Editing/Revising

-Teacher Conferences

-Highlighting of paragraphs

-IXL mini-lessons (plagiarism, citations)

Unit 4: Themes and Connections

Content Area: **English**
Course(s): **CP ENGLISH I**
Time Period: **Marking Period 4**
Length: **10 weeks**
Status: **Published**

Transfer Goals

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 Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

Standards

Reading Literature

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

Reading Information

LA.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.
LA.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.
LA.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.RI.9-10.10b	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

Writing

LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.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.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.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.

LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.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.)
LA.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.
LA.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.
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.9.A	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").
LA.W.9-10.9.B	Apply grades 9–10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
LA.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.
LA.9-10.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. 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.

Speaking and Listening

LA.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.
LA.SL.9-10.1.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.
LA.SL.9-10.1.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.

LA.SL.9-10.1.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.
LA.SL.9-10.1.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.
LA.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.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.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.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.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.
LA.L.9-10.4.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.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.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.
LA.L.9-10.4.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).
LA.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.

Life Literacies & Key Skills

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

TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Concepts

Essential Questions

How do authors take a piece of source material and make it their own?

How are similar key themes and concepts conveyed differently through different artistic mediums?

Understandings

Theme

Setting

Character

Conflict

Critical Knowledge and Skills

Knowledge
Students will know:

How theme is conveyed across various mediums

How setting is changed throughout interpretations of stories

How changing or maintaining characters and conflicts influences adaptations

Skills
Students will be able to:

Analyze key themes, setting, characters, and conflicts of similar works across various mediums and adaptations

Critique changes between adaptations

Assess the importance of maintaining specific elements of a story to convey the theme

Assessment and Resources

School Formative Assessment Plan (Other Evidence)
Study guides/ Guided Reading Questions

Discussions

Journals

Warm-ups and/or door passes

Graphic organizers, reading and Vocabulary quizzes

Peer editing sheets

Annotated text

Reading checks

Rough drafts

Outlines

Exit tickets

Google Forms

School Summative Assessment Plan

Close reading tests and quizzes on passages and articles with similar themes/topics/ideas

Act II soundtrack project

Summative *Romeo and Juliet* project (creative arts)

Comprehension test

Primary Resources

*Romeo and Juliet (*No Fear Shakespeare)

Supplementary Resources

Guided Reading Questions

Comparative Graphic Organizer

Audible.com

IXL.com

CommonLit- "Rebel with a Cause: Rebellion in Adolescence"

Movie Options for Comparative Assignment:

Baz Luhrmann's *Romeo and Juliet* movie

West Side Story movie

Gnomeo and Juliet

Technology Integration & Differentiated Instruction

Technology Integration

- Google Classroom/Edmodo - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)

- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.

- One to One Student laptop

  ○ All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- Additional Support Videos

- Use of search engines, online websites, etc.

- Online assessments (LinkIt and Google Forms)

- Review of information/terms/etc. (Kahoot.com and Quizlet.com)

Differentiated Instruction

English Language Learners (N.J.A.C.6A:15)

❏ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏ All assignments have been created in the student's native language.

❏ Use of translation dictionary and/or online resource for translations

❏ Work with ELL Teacher to allow for all assignments to be completed with extra time.

❏ Tiered reading, if applicable.

❏ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

Special Education Students (N.J.A.C.6A:8-3.1)

❏ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

❏ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

❏ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

Interdisciplinary Connections

MATH -

SCIENCE -

SOCIAL STUDIES - Explore the time period and history/background of William Shakespeare, history of theatre.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will act out scenes in Romeo and Juliet.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Students will learn the history of entertainment which shows the differences from today.

Learning Plan / Pacing Guide

Key Points to Focus on this year:

→ Writing a "Good Healthy Paragraph" with TEAM, HABIT and RECAP acronyms

→ Team paragraph formatting

→ Incorporating textual evidence in written responses

→ Emphasis on the building blocks of a story (plot diagram, characterization)

→ Identifying figurative language

→ Grammar (reinforce sentence fragments, comma splices, run-on sentences)

→ Establish the stages of the writing process

→ Introduce how to annotate informational texts and determine purpose

Incorporate IXL diagnostic and skill practice throughout the unit.

Week 1-2:

Reading	Activity	Assessment
No Fear Shakespeare on Audible will be used *Romeo and Juliet*: Background and Act I	• View Clips on Shakespeare and complete KWL chart • CommonLit: "Adolescence and the Teenage Crush" • Discuss Characters in Act 1 • Use Audiobook No Fear Shakespeare version "prologue, act 1 scene 1" • Complete Character Charts • Read Act 1 Scenes 2-3 (audiobook NFS) • Continue character charts • Review Activity for scenes 1-3 • Read Act 1 Scenes 4-5 with character charts • The video version of Act 1 • Quiz on Act 1	-Character (-Quiz Act 1

Week 3:

Reading	Activity	Assessment
Romeo and Juliet: Act II	• Act II prologue scene 1-2 • Complete Guided reading activities • Act 2 Scene 3-4 • Guided reading activities • Review plan after scene 4 • Scene 5 • Guided reading activities • Act 2 Soundtrack assignment • Watch Act 2	-Soundtrack

Week 4:

Reading	*Activity*	*Assessment*
Romeo and Juliet: Act III	- Act 3 Scene 1 - Complete incident report activity - Act 3 Scene 2 - Comprehension Questions - Act 3 Scenes 3-4 with quote analysis - Act 3 Scene 5 - Comprehension activity - Act 3 Video Clips - Review/Study guide - TEST on acts 1-3	- Qu - TE

Skills of Focus: Setting, Character

Week 5:

Reading	Activity	Assessment (
Romeo and Juliet: Act 4	- CommonLit: "Rebel with a Cause: Rebellion in Adolescence" - Introduce Tragic Hero and tragic hero's journey with activity - Tragic Hero writing response (Romeo) - Introduce dramatic irony - Read Act 4 Scene 1 with guided reading questions/identifying dramatic irony - Friar Lawrence's Plan Activity (potential problems/solutions) - Read Act 4 Scenes 3-4 with questions - Read Scenes 4-5 with questions - Quiz on Act 4	Quiz

Week 6:

Reading	Activity	Assessment (
Romeo and Juliet: Act 5	Act 5 Scenes 1-5 Guided reading questions	

Week 7:

Reading	Activity	Assessment O

Romeo and Juliet Movie Scenes (4 Days)

- Compare and Contrast Character FOIL's activity (include quotes with STEAL charts)
- LinkIt Form C assessment
- Baz Luhrmann's Romeo and Juliet version with comparison graphic organizer (or watch West Side Story /Gnomeo and Juliet to complete comparison)

- FOIL

- Compa

Week 8:

Reading	Activity	Assessment
Romeo and Juliet	CHOICE project	• Cho

Weeks 9-10:

Reading	Activity	Assessment (
	Review for finals	
	Final Exams	

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