



PISCATAWAY TOWNSHIP SCHOOLS

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English I

Content Area: English Language Arts

Grade Span: 9th Grade

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COURSE OVERVIEW

Description

English I is a five-credit course that is aligned with all New Jersey Student Learning Standards for English Language Arts. An integration of these standards will be presented through a focus on the writing process and literary analysis of genre with the emphasis on the theme “The Creation of and Influences on Identity” and how this theme relates to a student’s view of the world. Literature covered will consist of drama, short stories, poetry, and novels. Non-fiction sources such as peer-reviewed research, memoirs, and primary sources will also be used in conjunction with the literature.

This course enables students to develop confidence and responsibility in the practice and application of the communication process.

Executive functioning skills, note-taking strategies, and study methods along with reading and grammar comprehension, and vocabulary growth are also developed throughout the course. Standardized assessment strategies will be emphasized.

Goals

The goals of the course are to:

- close-read sources by using various note-taking techniques, summarizing, and discussing in order to analyze texts and other media.
- understand the author’s development of character identity within literature and how it reflects the complex development and understanding of identity in the real world.
- establish links between literature and social justice.
- utilize textual evidence to support arguments, respond to questions, and understand authors’ points of view.
- apply understanding, knowledge, and skills of expository, narrative, and persuasive essay writing.

Scope and Sequence

| Unit | Topic | Length |
|--------|---|------------|
| Unit 1 | Close-reading and Literary Analysis Poetry and Short Stories | 3-5 weeks |
| Unit 2 | <i>Long Way Down & The Poet X</i> Narratives and Poetry | 4-6 weeks |
| Unit 3 | <i>To Kill a Mockingbird</i> Novels | 8-10 weeks |
| Unit 4 | <i>Night</i> Memoirs | 6-8 weeks |
| Unit 5 | <i>The Tragedy of Romeo and Juliet</i> Drama | 4-6 weeks |
| Unit 6 | Independent Reading and Topic Study | 4-6 weeks |

Resources

Core Text:

The Poet X by Elizabeth Acevedo
Long Way Down by Jason Reynolds
Night by Elie Wiesel
The Tragedy of Romeo and Juliet by William Shakespeare
To Kill a Mockingbird by Harper Lee
Various poems and short stories

Suggested Resources:

Facing History and Ourselves Curriculum Guides and Web Library

[LearningAlly.org](https://www.learningally.org/)

[Commonlit.org](https://www.commonlit.org/)

[Newsela.com](https://newsela.com/)

[Youthforhumanrights.org](https://youthforhumanrights.org/)

[Goodreads.com](https://www.goodreads.com/)

[Poetryoutloud.org](https://www.poetryoutloud.org/)

[Schoology](https://www.schoology.com/)

UNIT 1: Close-reading and Literary Analysis (Poetry and Short Stories)

| Summary and Rationale | |
|--|--|
| <p>This unit will be used to model, explore, and practice skills students will be using throughout the year. Short stories are selected for reader engagement and scaffolding purposes. Short stories engage the reader and utilize specific components of the narrative structure to tell a story. Writers also use literary devices to develop meaning. These concepts will be explored throughout the lessons. Students will have the opportunity to read a variety of short stories, with some stories being used as anchor stories and models, while others will be chosen by students for independent or small-group practice. Students will begin to develop literary analysis skills through small writing tasks, such as (but not limited to) evidence selection and quote analysis for ideas determined during class-wide discussions and exploration.</p> | |
| Recommended Pacing | |
| 3-5 weeks | |
| State Standards | |
| Standard – Reading Literature | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 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. |
| 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. |
| 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). |
| Standard – Writing | |
| CPI # | Cumulative Progress Indicator (CPI) |
| W.9-10.9 | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. |
| W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| Standard – Speaking and Listening | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 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 <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. |
| Standard – Language | |
| CPI # | Cumulative Progress Indicator (CPI) |
| L.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 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. |
| Unit Enduring Understandings | |

- Writers utilize specific components of a narrative to engage the reader.
- Readers use strategies to help understand complex and nuanced texts.
- Literature in all its forms serves to inform, entertain, teach and challenge a reader.
- Literature allows readers to explore the world around them as well as understand themselves.

Unit Essential Questions

- What do readers think about as they read?
- How do readers approach a text that may be difficult to understand?
- How do writers use narrative structure and language to create meaning?
- How might literature reveal truths about society and human nature or reflect the human experience?
- In what ways can grammar, spelling, and mechanics increase the clarity of a writer’s ideas?

Objectives

Students will know:

- close-reading strategies and annotation techniques.
- language related to narrative structure and literary analysis.
- requirements of and strategies for creating a thesis statement.
- the elements and requirements of using evidence to support a central idea or thesis.

Students will be able to:

- identify and discuss the elements of a short story.
- apply knowledge of elements of a short story to continue an established narrative.
- utilize established textual evidence to further the plot and resolve the conflict.
- apply understanding, knowledge, and skills of narrative writing.
- close read source(s) by discussing, note-taking and summarizing to analyze the text(s) or video(s)
- utilize textual evidence to support arguments, respond to questions, and understand authors’ points of view.

Resources

Core Texts:

- “Button, Button” Richard Matheson
- “The Lady or the Tiger” Frank R. Stockton
- “Little Things are Big” Jesus Colon
- “American History” Judith Ortiz Cofer
- “Everyday Use” Alice Walker
- “Thank You, M’am” Langston Hughes
- “Parents’ Night” Nancy Garden
- “Checkouts” Cynthia Rylant
- “Amigo Brothers” Piri Thomas
- “The Scarlet Ibis” James Hurst
- “Rules of the Game” Amy Tan
- “The Most Dangerous Game” Richard Connell
- “Ponies” Kij Johnson
- “The Sniper” Liam O’Flaherty
- “A Brief Moment in the Life of Angus Bethune” Chris Crutcher
- “Once in a Lifetime” Jhumpa Lahiri

Suggested Resources:

Facing History and Ourselves Curriculum Guides and Web Library
 Commonlit.org
 Newsela.com

UNIT 2: *The Poet X* and *Long Way Down* (Narratives and Poetry)

| Summary and Rationale | |
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| <p>Students will choose and read one of the high-interest and fast-paced modern texts to extend their knowledge of the narrative structure and literary analysis over the course of a novel. The unit will also delve into the course theme of “The Creation of and Influences on Identity” by examining how characters’ gender, race, community, and family impact the way in which they identify with the world as well as how they develop their personalities and personal goals. Students will be asked to complete writing activities that include both narrative and expository writing. Collaborative reading, writing, and speaking activities will occur in which students will be paired with a student reading the opposite novel, giving the students the platform to be the “experts” of their characters and novels.</p> | |
| Recommended Pacing | |
| 4-6 weeks | |
| State Standards | |
| Standard – Reading Literature | |
| CPI # | Cumulative Progress Indicator (CPI) |
| RL.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| RL.9-10.5 | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise). |
| RL.9-10.1 | 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. |
| Standard – Writing | |
| CPI # | Cumulative Progress Indicator (CPI) |
| W.9-10.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.9-10.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| W.9-10.10 | 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. |
| Standard – Speaking and Listening | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 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 <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. |
| Standard – Language | |
| CPI # | Cumulative Progress Indicator (CPI) |

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| 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. |
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Instructional Focus

Unit Enduring Understandings

- The format or genre in which a writer chooses to express themselves impacts the way in which themes are developed and the material understood by the readers.
- Literature is an artistic expression that reflects the human experience.
- We can learn about others’ experiences through literature.
- We can reflect on our own life experience by comparing and connecting to characters in literature.
- Identity and lived experiences in this world are influenced by various elements, including gender, race, ethnicity, community, and family.

Unit Essential Questions

- How does the poetry format of these novels impact the way in which the characters’ stories are told and understood?
- How does reading about various life experiences and perspectives influence our own understanding of the world?
- As writers, how do our word choice, formatting, and language constructs change between different purposes for and types of writing, e.g. narrative to expository?

Objectives

Students will know:

- the difference between poetry and prose.
- what PIECE stands for as well as its purpose and use.
- strategies for developing a clear claim in response to an expository writing prompt.

Students will be able to:

- delineate between external and internal conflicts.
- synthesize knowledge of narrative structure and analysis of their chosen novel into a collaborative narrative writing piece.
- use more than one text to demonstrate understanding of character development.
- respond to an expository writing prompt by using the PIECE technique to support a claim.

Resources

Core Text:

Long Way Down by Jason Reynolds OR *The Poet X* by Elizabeth Acevedo

Suggested Resources:

Facing History and Ourselves Curriculum Guides and Web Library
 LearningAlly.org
 Commonlit.org
 Newsela.com
 EBSCO Host
 Schoology

UNIT 3: *To Kill a Mockingbird* (Novels)

| Summary and Rationale | |
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| <p>Students will read <i>To Kill a Mockingbird</i> and discuss the effects and relevance of racism during the early 20th century in the American South and how those effects may still be present today. They will explore how gender, race, religion, geography, and socio-economics play roles in the development of characters' identities. Students will also examine the ways in which characters are both indirectly and directly developed over the narrative arc.</p> <p>Students will research topics pertaining to historical time period in <i>To Kill a Mockingbird</i> (e.g. Jim Crow Laws, Brown vs. Board of Education, etc.). They will also be asked to evaluate the novel through the lens of social justice and anti-racism. They will need to decide (in small writing tasks as well as class discussions) if the novel has a place in anti-racist curriculum. Finally, students will respond to an expository writing task on the topic of identity.</p> | |
| Recommended Pacing | |
| 8-10 weeks | |
| State Standards | |
| Standard – Reading | |
| CPI # | Cumulative Progress Indicator (CPI) |
| RI.9-10.7 | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| RI.9-10.9 | Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. |
| RL.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 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; provide an objective summary of the text. |
| RL.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| 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) |
| Standard – Writing | |
| CPI # | Cumulative Progress Indicator (CPI) |
| W.9-10.6 | Use technology, including the Internet, to produce, publish, 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. |
| 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. |
| 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 |

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| | into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| W.9-10.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| Standard – Language | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 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. |
| Standard – Speaking and Listening | |
| CPI # | Cumulative Progress Indicator (CPI) |
| SL.9-10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| SL.9-10.3 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| Instructional Focus | |
| Unit Enduring Understandings | |
| <ul style="list-style-type: none"> ● Literature is an artistic expression that reflects the human experience. ● We can learn about others’ experiences through literature. ● We can reflect on our own life experience by comparing and connecting to characters in literature. ● Identity and lived experiences in this world are influenced by various elements, including gender, race, ethnicity, religion, geography, and socio-economics. | |
| Unit Essential Questions | |
| <ul style="list-style-type: none"> ● How does the life experience of an author affect the perspective, content, and validity of their storytelling? ● What impact does historical, cultural, geographical, and social context have on a novel? ● What effect does historical, cultural, geographical, and social context have on the reaction of readers to a novel? ● How do the choices of single individuals affect the future of others? ● How can one differentiate between reliable and unreliable sources? ● What are the essential elements of an effective informative presentation? | |
| Objectives | |
| Students will know: <ul style="list-style-type: none"> ● the historical, cultural, social and geographical context in which <i>To Kill a Mockingbird</i> is based. ● strategies and techniques for close reading and characterization. ● strategies and techniques for academic research. ● diction related to judicial trials. ● the difference between indirect and direct characterizations. ● the purpose and use of the PIECE strategy when incorporating textual evidence and research. | |

Students will be able to:

- formulate a guiding question and additional focus questions for research on selected topics.
- connect the historical, cultural, social, or geographical context of *To Kill a Mockingbird* to the plot, conflicts, and themes of the novel.
- identify appropriate sources on specific topics.
- annotate and evaluate information in the sources.
- coordinate source material into a cohesive presentation.
- present collaborative oral presentations with audio or visual support of findings of historical, cultural, social, or geographical context of the novel *To Kill a Mockingbird*.
- identify and analyze examples of direct and indirect characterization.
- use the PIECE technique to support a claim in both their research projects as well as their expository writing assignment.

Resources

Core Text:

To Kill a Mockingbird by Harper Lee

Suggested Resources:

Just Mercy: A Story of Justice and Redemption by Bryan Stevenson

Brown Girl Dreaming by Jacqueline Woodson

Facing History and Ourselves Curriculum Guides and Web Library

LearningAlly.org

Commonlit.org

Newsela.com

EBSCO Host

Schoology

Video: "Hey Boo: Harper Lee and *To Kill a Mockingbird*" (PBS)

Video: "New York City students are fighting for school integration" (PBS Newshour)

Video: "Students at Louisiana's Block High School Still Face Segregation in 2019" (Now This)

Film: *Snow Falling on Cedars* (1999)

Poem: "Caged Bird" by Maya Angelou

Film: *To Kill a Mockingbird* (1962)

UNIT 4: *Night* (Memoirs)

| Summary and Rationale | |
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| <p>This unit will focus on the genre of memoirs and their purpose in literature as a vehicle for authors to reflect on both specific moments in their lives as well as historical periods of time. Thematically, students will begin to explore the development of and impact of identity in terms of religion, trauma, age, life experiences, and politics. Students will also gain knowledge regarding human rights. In accordance with NJ Rev Stat § 18A:35-28 (2021), students will use non-fiction, historical, and/or primary sources in addition to the memoir to be able to “identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination.” Students will engage in multiple reflective writing pieces throughout the reading process as well as respond to an expository writing prompt.</p> | |
| Recommended Pacing | |
| 6-8 weeks | |
| State Standards | |
| Standard – Reading | |
| CPI # | Cumulative Progress Indicator (CPI) |
| RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper) |
| RI.9-10.6 | Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| Standard – Writing | |
| CPI # | Cumulative Progress Indicator (CPI) |
| W.9-10.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content |
| W.9-10.3 | Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences. |
| W.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). |
| W.9-10.10 | 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. |
| Standard – Language | |
| CPI # | Cumulative Progress Indicator (CPI) |
| L.9-10.6 | Acquire and [accurately use] 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. |
| L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| L.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| Standard – Speaking and Listening | |
| CPI # | Cumulative Progress Indicator (CPI) |
| SL.9-10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. |
| SL.9-10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. |
| Instructional Focus | |
| Unit Enduring Understandings | |
| <ul style="list-style-type: none"> ● Genocide is a consequence of prejudice and discrimination. ● Memoirs are tools for authors to communicate about a specific experience in their lives. ● Survivors of war experience innumerable changes in their identity. ● Literature is an artistic expression that reflects the human experience. ● We can learn about others’ experiences through literature. ● We can reflect on our own life experience by comparing and connecting to characters in literature. ● Identity and lived experiences in this world are influenced by various elements, including religion, trauma, age, life experiences, and politics. | |
| Unit Essential Questions | |
| <ul style="list-style-type: none"> ● What is the Universe of Obligation, and what role does it play in genocide? ● What is the purpose of a memoir? ● What are human rights? ● What are the effects of a trauma on an individual? ● How do the choices of single individuals affect the future of others? ● What are some factors that lead to the Holocaust? ● What lessons about life can a reader learn from literature? ● What lessons can a reader learn from authors’ varied life experiences? | |
| Objectives | |
| <p>Students will know the:</p> <ul style="list-style-type: none"> ● definition and purpose of a memoir as a snapshot of a specific time in an author’s life. ● historical, economic, social, and historical context of the Holocaust and its effects on the human condition. ● elements and requirements of both reflective writing and expository writing. ● concept of Universe of Obligation and its effects on characters’ choices. ● purpose and use of the PIECE strategy when incorporating textual evidence. <p>Students will be able to:</p> <ul style="list-style-type: none"> ● define the term dehumanization and recognize examples of dehumanization. ● discuss an understanding of history of the Holocaust and Elie Wiesel’s experiences. ● use terminology related to the Holocaust and Jewish faith used in the text. ● use terminology related to human rights. ● determine various characters’ Universes of Obligation and discuss how those elements affect characters’ choices and fates. ● close read source(s) by discussing, note-taking and summarizing to analyze the text(s) or video(s). ● utilize textual evidence and PIECE strategy to support arguments, respond to questions, and understand authors’ points of view. | |

Resources

Core Text:

Night by Elie Wiesel

Suggested Resources:

Text: Facing History and Ourselves: Holocaust and Human Behavior (Curriculum Guide and Resource Book)

Website: [Facing History and Ourselves](#)

Video: Episode of [Oprah Winfrey: "Elie Wiesel at Auschwitz Death Camp"](#)

Video: "First Person Singular" (PBS)

Video: "Band of Brothers" (Episode 9)

Website: [United States Holocaust Memorial Museum](#)

Article: "Rwanda: How the Genocide Happen

Article: "Rwandan Genocide Survivor Recalls Horror"

Article: "The Holocaust Just Got More Shocking" by Eric Lichtblau (New York Times News Analysis)

Personal Essay: "Worms from Our Skin" by Teeda Butt Mam

Personal Essay: "When Hip Hop Was Hip Hop" by Rebecca Walker

LearningAlly.org

Commonlit.org

Newsela.com

EBSCO Host

Schoology

Unit 5: *The Tragedy of Romeo and Juliet* (Drama)

| Summary and Rationale | |
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| <p>Students will develop an understanding of the cultural and historical aspects of Shakespeare’s <i>The Tragedy of Romeo and Juliet</i> to understand the implications of identity in terms of relationships, time period, age, family, and gender. Elements of drama, dramatic speeches, and public speaking will also be explored throughout the unit. Additionally, students will be introduced to the idea of reading with a lens and will be assessed with a persuasive or expository essay that pairs with a non-fiction article exploring an approved topic of choice.</p> | |
| Recommended Pacing | |
| 4-6 weeks | |
| State Standards | |
| Standard – Reading | |
| CPI # | Cumulative Progress Indicator (CPI) |
| RL.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| RL.9-10.4 | 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). |
| 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 such effects as mystery, tension, or surprise. |
| Standard – Writing | |
| CPI # | Cumulative Progress Indicator (CPI) |
| W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| W.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). |
| W.9-10.9 | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. |
| Standard – Language | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 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. |
| L.9-10.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| Standard – Speaking and Listening | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 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. |

Instructional Focus

Unit Enduring Understandings

- Dramas adhere to essential features for effective storytelling.
- Decoding Shakespearean language requires close reading and utilizing context clues as well as reader's prior knowledge about the evolution of language.
- Literature is an artistic expression that reflects the human experience.
- We can learn about others' experiences through literature.
- We can reflect on our own life experience by comparing and connecting to characters in literature.
- Identity and lived experiences in this world are influenced by various elements, including relationships, time period, family, age, and gender.

Unit Essential Questions

- How do the choices of single individuals affect the future of others?
- What lessons about life can a reader learn from literature?
- What lessons can a reader learn from characters' varied life experiences?
- What impact does historical, cultural, geographical, and social context have on a piece of text?
- What effect does historical, cultural, geographical, and social context have on the reaction of readers to a piece of text?

Objectives

Students will know the:

- historical, cultural/social, and geographical context in which *The Tragedy Romeo and Juliet* was written.
- importance of identifying and understanding stage directions and derived meaning from character dialogue.
- elements and requirements of expository writing.
- purpose and use of the PIECE strategy when incorporating textual evidence.

Students will be able to:

- develop an understanding of the historical, cultural, social, or geographical context in which *Romeo and Juliet* was written in and based upon.
- orally interpret and perform scenes from *Romeo and Juliet*.
- close read source(s) by discussing, note-taking, and summarizing to analyze the text(s) or video(s).
- utilize textual evidence and the PIECE strategy to support arguments, respond to questions, and understand Shakespearean language and drama.
- apply understanding, knowledge, and skills of essay writing.
- collaborate to develop a set-definition of a concept such as loyalty, gender, or love to analyze character relationships, conflict, and theme within *Romeo and Juliet*.

Resources

Core Text:

The Tragedy of Romeo and Juliet by William Shakespeare

Suggested Resources:

No Fear Shakespeare: Romeo and Juliet (Side-by-side version)

No Fear Shakespeare: Romeo and Juliet (Graphic Novel)

Video: Standard Deviants "Shakespeare's Tragedies" (United Learning)

Article: "How 'Romeus' Became Romeo" by Ryan McKittrick (American Repertory Theatre)

Video: ["Hip-Hop & Shakespeare? Akala at TEDxAldeburgh"](#)

Video: ["Shakespeare's World - Timelines.tv History of Britain A08"](#)

Video: ["Why Shakespeare loved iambic pentameter" by David T. Freeman and Gregory Taylor](#)

Personal Essay: "Love's Vocabulary" by Diane Ackerman

Personal Essay: "The Madness of Humanity Part 3: Tribalism" by Marcelo Gleiser

Film: "Romeo & Juliet" (1968- Zeffirelli)

Film: "Romeo + Juliet" (1996- Luhrmann)

LearningAlly.org

Commonlit.org

Newsela.com

EBSCO Host

Schoology

Unit 6: Independent Reading and Topic Study

| Summary and Rationale | |
|--|--|
| <p>This unit is a co-curricular unit designed to be used in conjunction with any other unit of study and can be repeated, depending on student engagement, interest, and need. Students will choose a topic of study related to identity (faith/religion, race, socio-economic class, sexuality, gender norms, family dynamics, geography, etc.) and utilize skills to read, research, and create. They must read and analyze at least one fiction piece and multiple non-fiction sources. Each student’s independent reading project must develop an original thesis regarding the topic of identity and the subtopic of their choosing. They will explore the thesis through both a written piece and presentation piece in formats that are selected by the student with the assistance of the teacher.</p> | |
| Recommended Pacing | |
| 4-6 weeks | |
| State Standards | |
| Standard – Reading | |
| CPI # | Cumulative Progress Indicator (CPI) |
| RL.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 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; provide an objective summary of the text. |
| RL.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| Standard – Writing | |
| CPI # | Cumulative Progress Indicator (CPI) |
| W.9-10.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content |
| W.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). |
| W.9-10.9 | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. |
| Standard – Language | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 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. |
| L.9-10.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| Standard – Speaking and Listening | |
| CPI # | Cumulative Progress Indicator (CPI) |

| | |
|------------|---|
| 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. |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. |

Instructional Focus

Unit Enduring Understandings

- Literature is an artistic expression that reflects the human experience.
- We can learn about others’ experiences through literature.
- We can reflect on our own life experience by comparing and connecting to characters in literature.
- Identity and lived experiences in this world are influenced by a variety of elements.

Unit Essential Questions

- What lessons about life can a reader learn from literature?
- What lessons can a reader learn from characters’ varied life experiences?
- What impact does historical, cultural, geographical, and social context have on a piece of text?
- What effect does historical, cultural, geographical, and social context have on the reaction of readers to a piece of text?

Objectives

Students will know:

- the historical, cultural, social and geographical context on which the chosen texts are based.
- strategies and techniques for close reading and characterization.
- strategies and techniques for academic research.
- strategies and techniques for developing an original thesis.
- media formats for presentations.

Students will be able to:

- formulate a guiding question and additional focus questions for research on selected topics.
- connect the historical, cultural, social, or geographical context of their chosen novel to the plot, conflicts, and themes of the novel.
- identify appropriate sources on specific topics.
- annotate and evaluate information in the sources.
- coordinate source material into a cohesive presentation.
- present collaborative oral presentations with audio or visual support of findings of historical, cultural, social, or geographical context of their chosen novel.
- identify and analyze examples of direct and indirect characterization.
- use the PIECE technique to support a claim in both their research projects as well as their writing assignment.

Resources

Core Text:

Student-chosen

Suggested Resources:

LearningAlly.org

Commonlit.org

Newsela.com

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