



ENGLISH I CURRICULUM

Course Number 0011/0013

5 credits

May 2019

I. Course Description:

The English I Curriculum will adhere strictly to the current New Jersey Student Learning Standards. The standards establish a “staircase” of increasing complexity in what students must be able to read and write so that all students are ready for the demands of college-level and career-level reading and writing by the end of their high school career. There will be a requirement that the progressive development of reading comprehension will allow students to advance through the grades in order to gain more from whatever they read and succeed in entry-level, credit-bearing academic college courses and in workforce training programs. Through reading a diverse array of classic and contemporary literature, as well as challenging informational texts in a range of subjects, students will be expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Moreover, the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence, including research writing and using evidence to support a claim, is a cornerstone of the writing standards, which is an essential element in English I. The standards also require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media. Furthermore, students will be expected to grow their vocabularies through a mix of conversations, direct instruction, and reading as well as determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases which will prepare students for real life experience at college and in Twenty-first Century careers. In addition, just as media and technology are integrated in school and life in the Twenty-first Century, skills related to media use (both critical analysis and production of media) are also integrated throughout the standards for the course. The curriculum for English I has been designed to be standards based with a focus on foundational literacy skills that relate to the content and themes explored within freshman-level World History courses. The use of shared content and themes within the World History and English Language Arts curricula will create more depth of knowledge and skills for all students across multiple content areas.

II. Units:

Content Area:	English I	Grade(s)	9
Unit Plan Title:	Technology and Society		
NJSLS Standard(s) Addressed in this unit			
Focus Standards:			
<ul style="list-style-type: none">• NJSLS.W1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.• NJSLS.W4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.• NJSLS.R1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Additional Standards:			
<ul style="list-style-type: none">• NJLSA.SL1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.• NJLSA.SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.• NJLSA.SL3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.• NJLSA.SL4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.• NJLSA.SL5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.• NJLSA.SL6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.• NJLSA.L1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.• NJLSA.L2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when			

writing.

- **NJSLSA.L3** - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **NJSLSA.L4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- **NJSLSA.L5** - Demonstrate understanding of word relationships and nuances in word meanings.
- **NJSLSA.L6** - Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

Essential Questions (3-5)

- Can one choice lead to the downfall of an individual/society?
- Do characters have the inner strength to challenge society's norms?
- How does science/technology affect society?
- How does relevant evidence make an argument more convincing?
- How does effective planning help create a coherent paper?

Anchor Text

Required:

Fahrenheit 451 by Ray Bradbury (Summer Reading Assignment)

Informational Texts (3-5)

Required:

- “Big Read” Video interview with Ray Bradbury <http://www.neabigread.org/books/fahrenheit451/media/> (22:50)
- “Primal Screen” Essay by Ellen Goodman (pp. 640 – 641)
- “The Physics of Time Travel” by Brad Stone (p. 51)

Optional:

- Kurt Vonnegut’s Letter to Drake High School: ‘You Have Insulted Me’ – Laura Hibbard
- “The Book-Burning Campaign that Saved a Public Library” – Eric Jaffe (article) (6/29/12)

Short Texts (1-3)

Required:

- Author Study: Ray Bradbury's Short Stories
 - "The Veldt"
 - "A Sound of Thunder" (p. 32)
 - "The Pedestrian" (p. 642)

Optional:

- "Dover Beach" – Matthew Arnold <http://www.poetseers.org/the-romantics/matthew-arnold/library/dover-beach/index.html>
- "The Tyger" by William Blake

Grammar Skills

- Sentences, Fragments, and Run-ons: W.2-5
- Subject/Verb Agreement: BB.1
- Formatting: MM.1-4
- Identify Plagiarism: N.5

Vocabulary

"A Sound of Thunder"

- Annihilate
- Correlate
- Expendable
- Infinitesimally
- Malfunctioning
- Paradox
- Resilient
- Stagnating
- Subliminal
- Undulate

"The Pedestrian"

- Stride
- Glimmer
- Manifest
- Phantom
- Intermittent
- Surge
- Ceaseless
- Ebb
- Regressive
- Incense

"The Veldt"

- Veldt
- Jaunt
- Appalled
- Bemused
- Subsided
- Joviality
- Insufferable
- Intersperse
- Paranoia
- Engrossed

Formative & Summative Assessments

Required - Choose one of the following summative assessments:

- Essay Response: In Ray Bradbury's selections, there is an underlying theme, or message, that a dependence on technology will not create the utopian society that many people believe in. The technology in each story is intended to make life easier; however, it causes more problems than it eases. These pieces of literature were written in the 1950s, when technology was not nearly as

advanced as it is today. Write a response that makes a case for or against Bradbury's message. In other words, do you think that technology, today, adds to or takes away from the overall quality of life? Be sure to use specific examples to support your argument and follow the rules of MLA Format.

- Essay Response: Consider Goodman's "Primal Screen" and Bradbury's "The Pedestrian." In a four- or five-paragraph essay, compare and contrast these works as examples of social criticism, identifying each writer's message and the techniques used to convey it. In your opinion, which work makes a stronger case? Support your analysis with details from the two works. (p. 649)

Optional:

- Paragraph Response: One of the main methods that an author uses to express a specific message in a work of fiction is through the use of conflict. A character usually learns an important lesson by going through an experience of conflict, and this can reveal an important message about life (universal theme). In an insightful, well-written Schaffer paragraph, explore the author's use of internal conflict and external conflict to convey a universal theme.
- Paragraph Response: Explain what effect fear had on the characters in the three short stories. What effect does fear have on them in general? How can fear make a bad situation worse?
- Paragraph Response: What are the advantages and risks of time travel? (p. 50)

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- Google Classroom
- Word Processors
- Microsoft Office Programs
- Online Library Catalog
- Online Library Databases
- IXL
- Online Texts
- Online Audio Texts
- PowerPoint
- Web quests
- Web 2.0 Tools
- Adapted Text (when appropriate)

Suggested Time Frame:

9 weeks

Content Area:	English I	Grade(s)	9
Unit Plan Title:	Societal Pressures, Norms, and Identity		
NJSLS Standard(s) Addressed in this unit			
Focus Standards:			
<ul style="list-style-type: none"> • NJSLSA.R2. – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • NJSLSA.R3. – Analyze how and why individuals, events, and ideas develop and interact over the course of a text. • NJSLSA.R6. – Assess how point of view or purpose shapes the content and style of a text. • NJSLSA.W3. – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 			
Additional Standards:			
<ul style="list-style-type: none"> • NJSLSA.SL1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. • NJSLSA.SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • NJSLSA.SL3 - Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. • NJSLSA.SL4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • NJSLSA.SL5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • NJSLSA.SL6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. • NJSLSA.L1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • NJSLSA.L2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 			

writing.

- **NJSLSA.L3** - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **NJSLSA.L4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- **NJSLSA.L5** - Demonstrate understanding of word relationships and nuances in word meanings.
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Essential Questions (3-5)

- How did prejudice and segregation in the early 1900s play a role in changing human rights?
- Did slavery inspire prejudice in society, or did prejudice inspire slavery?
- Historically, which of the following groups of people have faced the most injustice: the rich and poor, white and non-white, socially prominent and socially out casted, immigrants and nonimmigrants, male and female, child and adult?
- How do grammar and the conventions of language influence spoken and written communication?
- How do effective writers hook and hold their reader's attention?

Anchor Text

Required:

To Kill a Mockingbird by Harper Lee

Informational Texts (3-5)

Required:

- “Growing Up a Lady”
- “Meet Harper Lee”
- “Growing Up in the Great Depression”
- “Jim Crow Laws”
- “Scottsboro Trial”

Optional:

- “Dust Bowl”
- “I Have a Dream” Martin Luther King, Jr. (speech pp. 600-607)

Short Texts (1-3)**Required:**

- from *Black Boy* “The Rights to the Streets of Memphis” by Richard Wright (autobiography pp. 110-119)
- “Sympathy” by Paul Laurence Dunbar (poetry)
- “Caged Bird” by Maya Angelou (poetry p. 246 of textbook)
- “Courage” by Anne Sexton (poetry)

Optional:

- “I, Too” by Langston Hughes (poetry)
- “If We Must Die” by Claude McKay (poetry)
- “Desiree’s Baby” by Kate Chopin (short story)
- *Scottsboro: An American Tragedy* - Documentary (DVD 345.73SCO)

Grammar Skills

- Phrases and Clauses: X.1, X.2, X.5
- Commas: HH.1-5
- Semi-Colon, Colon, and Commas: II.1-3

Vocabulary

<p>“The Rights to the Streets of Memphis”</p> <ul style="list-style-type: none"> • Clamor • Dispirited • Flay • Retaliate • Stark <p><i>To Kill a Mockingbird</i> Chapters 1-3</p> <ul style="list-style-type: none"> • Amble • Assuage • Dictum • Domicile 	<ul style="list-style-type: none"> • Placid • Malignant • Aberration • Cordial • Unfathomable • Analogous • Innate • Tentative • Articulate • Feeble • Degradation • Tirade 	<ul style="list-style-type: none"> • Elucidate • Formidable <p>Chapters 17-22</p> <ul style="list-style-type: none"> • Acrimonious • Sullen • Iota • Temerity • Unmitigated • Indignant • Cynical • Heathen
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<ul style="list-style-type: none"> • Foray • Impotent • Impudent • Foray • Malevolent • Piety • Predilection • Taciturn • Unsullied • Indigenous • Sojourn • Vexation • Amiable • Contentious • Erratic <p>Chapters 4-11</p> <ul style="list-style-type: none"> • Benevolence • Inquisitive 	<ul style="list-style-type: none"> • Umbrage • Undulate <p>Chapters 12-16</p> <ul style="list-style-type: none"> • Contentious • Frivolous • Indignantly • Curt • Antagonize • Infallible • Acquiescence • Begrudge • Façade • Futile • Ominous • Stifle • Succinct • Uncouth 	<p>Chapters 23-31</p> <ul style="list-style-type: none"> • Furtive • Vehement • Apprehension • Brevity • Impertinence • Squalor • Remorse • Recluse • Spurious • Notoriety • Repertoire • Reprimand
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Formative & Summative Assessments

Required - Choose one of the following summative assessments:

- Author's Style: Point of View Narrative- Rewrite a scene from the novel using a different character's point of view - use first-person point of view. Possible scenes:
 - Writing as Boo Radley in scenes where Jem, Dill and Scout pass his house and try to sneak into his yard.
 - Writing as Dill when he runs away to come see Jem and Scout.
 - Writing as Tom Robinson in the scene at the jailhouse where Scout speaks out against the mob.
 - Writing as Aunt Alexandra after Atticus reveals that Tom Robinson is dead.
 - Writing as Lula when she sees the Finch children walk into First Purchase Church with Calpurnia.
 - Writing as Miss Maudie to reveal what she was really feeling as she watched her house burn or as she cleaned up the mess afterwards.
- Author's Style: Point of View Narrative - In Chapter 20, the jury hears Atticus's closing argument – his final, powerful remarks which are a plea to find Tom Robinson NOT GUILTY. Since Scout is not in the courtroom to hear Mr. Gilmer's final argument,

readers do not learn the content of his closing statement. Pretend that YOU are Mr. Gilmer, the prosecuting attorney. Write the summation speech that you would give to convince the jury to find Tom Robinson guilty. Write the speech as if you were Mr. Gilmer in Maycomb, Alabama in 1935. Stay “true” to the character of Mr. Gilmer, and try to make his words as powerfully convincing as those of Atticus.

Optional:

- Write a narrative about a memorable incident from your childhood that changed the way you looked at the world in which you live.
- In chapters 2 and 3, Scout begins her public school career. What were your "first days" of school like? Write about your earliest school experiences and how they compare to Scout's.
- After reading Harper Lee’s assessment of Maycomb in Chapter 1, write a copy change of that excerpt with facts about your town. Imitate Lee’s writing to write a description of your town or neighborhood.
- Recreate a scene from another character’s perspective using first-person point of view, and then rewrite the same scene using third-person omniscient.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- Google Classroom
- Word Processors
- Microsoft Office Programs
- Online Library Catalog
- Online Library Databases
- IXL
- Online Texts
- Online Audio Texts
- PowerPoint
- Web quests
- *To Kill a Mockingbird* Novel
- Web 2.0 Tools
- Adapted Text (when appropriate)

Suggested Time Frame:

9 weeks

Content Area:	English I	Grade(s)	9
Unit Plan Title:	Ideas that Change the World		
NJSLS Standard(s) Addressed in this unit			
Focus Standards:			
<ul style="list-style-type: none"> • NJSLSA.W5. - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • NJSLSA.W8. - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information avoiding plagiarism. • NJSLSA.W9. - Draw evidence from literary or informational texts to support analysis, reflection, and research. • NJSLSA.R9 - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. 			
Additional Standards:			
<ul style="list-style-type: none"> • NJSLSA.SL1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • NJSLSA.SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • NJSLSA.SL3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. • NJSLSA.SL4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • NJSLSA.SL5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • NJSLSA.SL6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. • NJSLSA.L1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • NJSLSA.L2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 			

writing.

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Essential Questions (3-5)

- How can a controversial topic be developed into a research paper?
- How does one synthesize information from a variety of sources?
- How can careful revision help both the writer and the audience?
- What is the purpose of “the hero” in literature and culture?
- How does experience change one’s perspective?

Anchor Text

Required:

The Odyssey – Homer

Informational Texts (3-5)

Required:

- Magazine/Newspaper Articles from SIRS/Gale Databases used for research paper
- Book/eBook used for research paper
- “Homer’s World” – (p. 1088-1093)
- “The Epic” – (p. 1094-1101)
- *The History Channel* “Clash of the Gods-Zeus” (DVD 291.1)

Optional:

- “From Here to There: The Physics of Time Travel” by Brad Stone (p. 51 of textbook)
- “Primal Screen” by Ellen Goodman (p. 638 of textbook)

- Helen Keller’s speech at 1925 International Convention (June 30, 1925)
- Elie Wiesel’s Speech - “Hope, Despair, and Memory”
- “Testimony Before the Senate” - Michael J. Fox (Speech to Congress p.611)

Short Texts (1-3)

Required:

- “Ithaka” – C.P. Cavafy (poem) <http://www.cavafy.com/poems/content.asp?cat=1&id=74>
- “Penelope” – Dorothy Parker (poem p. 1166)
- “Penelope to Ulysses” by Meredith Schwartz

Optional:

- “Oh Brother Where Art Thou” (film)
- “Siren Song” - Margaret Atwood (poem) <http://www.poetryfoundation.org/poetrymagazine/poem/21988>
- “Calypso” – Suzanne Vega (poem) <http://www.metrolyrics.com/calypso-lyrics-suzanne-vega.html>

Grammar Skills

- Verb Tense: CC.3
- Pronouns: Z.9
- Dashes, Hyphens, and Ellipses: JJ.3

Vocabulary

PART ONE	PART TWO	
1. Abominably	1. Adversity	
2. Adversary	2. Aloof	
3. Appalled	3. Commandeer	
4. Ardor	4. Contemptible	
5. Assuage	5. Desolation	
6. Beguiling	6. Implacable	
7. Foreboding	7. Restitution	
8. Harried	8. Revelry	
9. Meditation	9. Revulsion	
10. Ponderous	10. Tremulous	
11. Profusion		
12. Travail		

Formative & Summative Assessments

Required:

- Argumentative Research Paper – Students choose a controversial topic from select list that aligns with World History themes taught during the first two units. The media specialists conduct lessons to teach the students how to navigate through databases in order to gather relevant sources for both sides of their argument.

Optional:

- Is Odysseus someone who would be admired by young people today? Write a paragraph response in which you describe Odysseus's behavior and attitudes and explain why people would or would not look up to him today. (p.1169)
- What is more important, the journey or the destination? Please explain your answer and support your answer using evidence from the literature.
- What do you think Penelope's hopes for the future might be after Odysseus's homecoming? Write a stanza (at least ten lines) in the style of the Odyssey in which Penelope expresses her dreams for her future years with Odysseus. (p. 1169)
- *The Odyssey* by Homer is a very famous epic and has been shared for thousands of years. After carefully reading *The Odyssey*, write a multi-paragraph essay describing the characteristics of an epic and what qualities of *The Odyssey* specifically qualify it as an epic. Use details and examples from the text to support your analysis. (MyAccess.com)

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- Google Classroom
- Word Processors
- Microsoft Office Programs
- Online Library Catalog
- Online Library Databases
- IXL
- Online Texts
- Online Audio Texts
- PowerPoint
- Web quests
- Web 2.0 Tools
- Adapted Text (when appropriate)

Suggested Time Frame:

9 weeks

Content Area:	English I	Grade(s)	9
Unit Plan Title:	Misunderstandings and Consequences		
NJSLS Standard(s) Addressed in this unit			
Focus Standards:			
<ul style="list-style-type: none"> • NJSLSA.R4. – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • NJSLSA.R5. – 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. • NJSLSA.W2. – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 			
Additional Standards:			
<ul style="list-style-type: none"> • NJSLSA.SL1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. • NJSLSA.SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • NJSLSA.SL3 - Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. • NJSLSA.SL4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • NJSLSA.SL5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • NJSLSA.SL6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. • NJSLSA.L1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • NJSLSA.L2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • NJSLSA.L3 - Apply knowledge of language to understand how language functions in different contexts, to make effective 			

choices for meaning or style, and to comprehend more fully when reading or listening.

- **NJSLSA.L4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- **NJSLSA.L5** - Demonstrate understanding of word relationships and nuances in word meanings.
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Option Two Standards:

- **1.1.12.C.1** - Analyze examples of theatre’s influence on history and history’s influence on theatre in Western and non-Western theatre traditions. Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
- **1.1.12.C.2** - Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques. Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.
- **1.1.12.C.3** - Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.

Essential Questions (3-5)

- How do associations and actions affect reputation?
- Why does pride and power often lead to conflict?
- How did changes in the arts, theatre, and social structure impact Shakespeare’s world?
- Does revenge destroy or benefit the avenger?
- How might being able to recognize literary features help in appreciating literature?

Anchor Text

Required:

Romeo and Juliet by William Shakespeare (pp. 924-1051)

Informational Texts (3-5)

Required:

- Elizabethan Historical Context Articles: “The Role of a Friar in the Middle Ages,” “One Day at the Globe,” “Duelling for Honor,” “Burial Customs in the Middle Ages,” “The Black Plague,” “Wedding Traditions in the Middle Ages and the Renaissance,” and “Gender Differences in the 1200-1400s”
- *Standard Deviants Shakespeare Tragedies: Origins and Style* (DVD 822.33SHA)

Optional:

- “A True Italian Tragedy” from *The Most Illustrious Ladies of the Italian Renaissance* by Christopher Hare.
- “The Role of Young Noble Women” by Abbess Hildegard

Short Texts (1-3)**Required:**

- “Sonnet 18” and “Sonnet 130” by William Shakespeare
- “Pyramus and Thisbe” from *The Metamorphoses* by Ovid (pp.1062-1069)

Optional:

- “There’s a Place for Us” from *Westside Story*

Grammar Skills

- Restrictive and Nonrestrictive Elements: GG.1-2
- Capitalization: LL.1
- Apostrophes: KK.1-2

Vocabulary

Option Two Drama Terms

- Sonnet
- Tragedy
- Tragic Hero
- Foil
- Soliloquy
- Aside
- Dramatic Irony

Act II

- Banter
- Enmity
- Feign
- Lamentable
- Sallow
- Unwieldy
- Vile

Act IV

- Dismal
- Enjoined
- Keenly
- Loathsome
- Ordain
- Pensive
- Pilgrimage

- Comic Relief
- Blank Verse
- Iambic Pentameter
- Allusion
- Pun
- Stage Directions

Act I

- Augmenting
- Brawl
- Court
- Despondent
- Dire
- Duel
- Grievances
- Heretics
- Kinsman
- Misgivings
- Pernicious
- Wither
- Transgression

- Vow
- Waver
- Predominant
- Cunning
- Intercession
- Procure

Act III

- Abhors
- Agile
- Bait
- Banish
- Disown
- Distraught
- Eloquence
- Fickle
- Fray
- Gallant
- Impending
- Tedious
- Martial
- Exile

- Revive
- Simulate
- Summon
- Vial
- Wayward

Act V

- Ambiguities
- Apothecary
- Chastise
- Detestable
- Hasten
- Haughty
- Impoverished
- Quarantine
- Reconcile
- Rouse
- Scourge
- Vengeance
- Remnants
- Sepulcher
- Penury

Formative & Summative Assessments

Required - Choose one of the following summative assessments:

- * Write a character description of either Friar Lawrence or the Nurse. What role do they have in the plot of Romeo and Juliet? How do they impact Romeo and Juliet's relationship? How do they impact their decisions? Be sure to use textual evidence to support your answer.
- * Select either Romeo or Juliet. How does Shakespeare develop this character as a tragic hero(ine)? What are the flaws in the character of either Romeo or Juliet? How have those flaws contributed to their downfall? Be sure to use textual evidence to

support your answer.

- * After reading “Sonnet 18,” “Sonnet 130,” Act I Prologue, and Act II Prologue, write an original sonnet mimicking Shakespeare’s style and structure. Sonnets should be written in iambic pentameter, contain three quatrains (introduction of topic) and a couplet (conclusion, amplification, or refutation of previous three quatrains), and follow the Shakespearean rhyme scheme: abab, cdcd, efef, gg.

Optional:

- As students read "Gender Differences in the 1200-1400s," note the differences in the treatment of men and women. As students read the play, ask them to explain how Romeo and Juliet reflect the gender expectations typical of the era.
- Explain the different attitudes and opinions about marriage in Act 1 of *Romeo and Juliet*. Consider Paris, Capulet, Lady Capulet, Juliet, and the Nurse. Consider their ideas about relationships and some of the decisions they make in Act 1. Be sure to use quotes from the play to support your answer.
- If you were a character in this Act, what advice would you give Romeo? Be sure to include evidence from the play about what decisions or relationship problems you are addressing. Write this in the form of a letter.
- Several times in Act 2, Juliet seems to doubt the value of words. In the balcony scene, (2.2) she famously asks “what’s in a name?” and later in scene 6 she says “they are but beggars who can count their worth [in words]” (2.6.32). Do you agree with her—that words can’t capture the most important feelings and ideas in life? Use specific examples from the play to support your answer. Including examples from your own experience as well is encouraged.
- Friar Lawrence is introduced in Act 2 Scene 3 talking about the ‘two opposed camps’ that are in every living thing—good and evil. Everything in life, he says, can be good or bad, depending on how it is used. Do you agree? Give an example from the play and one from your life. Consider your own good and “evil” decisions.
- Write a response to one (or both) of the following questions:
 - What if...
 - Juliet had been honest with her parents about her feelings for Romeo?
 - Romeo had approached the Capulet family and asked for forgiveness for his part in Tybalt’s death?
- How does Romeo’s reaction concerning banishment reveal his character? How is it different from Juliet’s reaction to the problem? Be sure to include text evidence to support your answer.
- Juliet makes decisions and acts a particular way throughout the play that is a result of social norms regarding women’s reputations and appearances. Discuss some of Juliet’s actions in Act III that are based on social and family expectations. What would you do in her place? In what situations would you act differently either to maintain your reputation or to keep up appearances? Why?
- What do you think causes Juliet to picture the terrible images that she uses in her soliloquy (scene 3, lines 14-58)? Is her subconscious speaking to her? Write this as an explanatory response.
- Capulet says. “And with my child my joys are buried.” What does this mean? Why did it take him so long to realize how much he

loved his daughter? Write this as an explanatory response or in the form of a eulogy.

- Describe Romeo’s plan. Is his plan consistent with his personality and behavior so far? Explain.
- If you were Friar Laurence and couldn’t deliver your instructions to Romeo, what alternative courses of actions could you take? Explain what you would have done. Write this as an explanatory response.
- Do you think either Romeo or Juliet grows in character from the beginning of the play to the end? Support your answer with evidence from the play.
- Compare the characters of Romeo and Juliet. Who do you think is stronger, more sincere and courageous? Write this as a comparative response.
- What are some examples of dramatic irony in *Romeo and Juliet*? How does this irony affect the audience’s reaction? Be sure to use textual evidence to support your answer.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- Google Classroom
- Word Processors
- Microsoft Office Programs
- Online Library Catalog
- Online Library Databases
- IXL
- Online Texts
- Online Audio Texts
- PowerPoint
- Web quests
- Web 2.0 Tools
- Adapted Text (when appropriate)

Suggested Time Frame:

9 weeks

III. Instructional Strategies:

Instructional Strategies Commonly Utilized in English I:

- Provide multiple means of representation, action and expression, and engagement
- Promote self-regulation techniques
- Maps, photos, graphs, and other visuals
- Engaging in discussion (whole class/small group)
- Reading silently and aloud
- Listening and speaking activities
- Role playing
- Watching and responding to media
- Brainstorming (think-aloud/written)
- Listing
- Mapping
- Free writing
- Revising and editing
- Participating in small or large groups
- Researching to make connections to texts and classroom discussions
- Learning centers
- Collaborative projects
- Answering questions (oral/written)
- Summarizing
- Debating
- Analyzing texts, discussions, etc.
- Paraphrasing
- Annotating texts
- Peer teaching
- Conferencing
- Interviewing (topic specific questioning/collecting data/creating questions)
- Competing in teams/debating about controversial topics and literary analysis
- Playing games
- Creating games
- Note taking/note making
- Utilizing web 2.0 applications
- Flipped learning classroom
- Drafting/writin

IV. Assessment –

Assessment can be divided into two general categories – formal (graded) and informal/classroom-based (ungraded). The key to effectively assessing your students' mastery of skills is to match the assessment method to the learning objective.

Some of the more common types of formal assessments include:

- Multiple-choice exam
- Essays
- Short-answer or problem-solving
- Research paper
- Performance-based
- Oral presentations
- Comprehensive portfolios

Some of the more common types of informal assessments include, *but are not limited to*:

- “Minute Essays” – at the end of a class/unit, students take five minutes to write about what they have learned, and how it relates to learning objective.
- “Peer Teaching” – after a short lecture about a new concept/skill, have students work in pairs and explain that concept to each other.
- “Question Time” – students are given an index card and asked to record two questions they have about the material covered in the lecture that day/week. Allow time in the next class period to respond to some of the more common questions.
- “Five Minute Quiz” – at the beginning of class, give students one or two questions over material covered in the previous class session. Discuss answers and do a show of hands to see how many understand the concepts.
- Power Point, Prezi, Popplet, Glogsters, Blogs, Wikis, Powtoons, Flipgrid...and any additional multi-media presentation options available

V. Evaluation:

During each marking period in the ninth grade, a combination of the following methods will be used to evaluate each student’s performance.

- Book reports/reviews
- Class participation

- Cooperative learning activities
- Creative assignments
- Descriptive writing
- Expository writing
- Homework and classwork assignments
- Journal writing
- Persuasive/Argumentative writing
- Poetry analysis and interpretation
- Quizzes
- Reports and presentations
- Research Paper
- Technological applications (blogs, online meetings, online posts, online journals, etc.)
- Unit tests
- Various speaking and listening assessments

Learning Styles – There are three main types of leaning styles: auditory (hearing), visual (seeing), and kinesthetic (touching). Most people learn best through a combination of the three types of learning styles, but every student is different. In order to accommodate different learning styles among students, various types of classroom activities will be utilized throughout the English I course of study. Optimal teaching approaches will include a variety of methods; the methods will vary from day to day and may be individual or collaborative efforts.

Project Based Learning - collection of media activities that will enable teachers to teach their students how to use the Internet responsibly, how to think critically, as well as how to recognize different writing styles.

VI. Scope and Sequence:

SKILLS TO BE LEARNED	I - INTRODUCE D - DEVELOP IN DEPTH R - REINFORCE M - MASTER
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	IDR

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	IDR
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	IDR
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	IDR
NJSLSA.R5. 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.	IDR
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	IDR
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	I
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	I
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	I
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	ID
NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	IDR

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	IDR
NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	IDR
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	IDR
NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	IDR
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	I
NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	ID
NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	IDR
NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	IDR
NJSLSA.W10. 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.	ID

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	ID
NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	ID
NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	ID
NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	ID
NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	ID
NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	ID
NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I
NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	RM
NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	I

NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	ID
NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.	DRM
NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.	ID

VII. Course Textbooks, Instructional Resources, and Software:

- *McDougal Littell Literature*. Houghton Mifflin Harcourt Publishing Co., 2012. ISBN – 13: 978-0-618-21586-7
- Lee, Harper. *To Kill a Mockingbird*. Grand Central Publishing, 1960. ISBN: 978-044-631078-9
- Apex Learning Software

VIII. English I Student Handout:

COURSE DESCRIPTION

English I is intended to develop the essential skills necessary for mastering grammar, composition, vocabulary, library skills, and basic forms of literature. Students will become familiar with the characteristics of non-fiction, fiction, autobiography, and poetry. The subject will also include an overview of the elements of short story (plot, character, conflict, theme, and setting), along with a focus on literary terminology. The fundamentals of grammar and research skills will be emphasized throughout the year. Stress is also placed upon vocabulary development, critical reading, developing analytical skills, and improvement of writing skills. These rigorous proficiencies are designed to be relevant to the real world, reflecting the knowledge and skills that PCTI students need for success in college and careers. By fully preparing students for the future, our communities will be best positioned to compete successfully in the global economy. The curriculum for English I has been designed to be standards based with a focus on foundational literacy skills that relate to the content and themes explored within freshman-level World History courses. The unification of the humanities will create more depth of knowledge and skills for all students.

PROFICIENCIES

1. The student will be provided with vocabulary in context, as well as vocabulary pertinent to the ACT and SAT, to enhance and reinforce their comprehension. (ALL)
2. The student will recognize major literary genres and their respective elements. (RL)
3. The student will infer a character's traits, motives, and functions in a given selection and interpret literary devices and figurative language. (RL)
4. The student will practice strategies for improving comprehension. (RI, RL)
5. The student will become familiar with and employ a thesis statement in appropriate writing experiences. (W)
6. The student will utilize the writing process in paragraphs, essays, and research projects: pre-writing strategies, drafting, editing, revising, and publishing. (W, L)
7. The student will develop written responses that propose a solution to a given problem or situation, as well as structured reactions to studied works. (ALL)
8. The student will use correct capitalization and punctuation, including abbreviations, commas, etc. in all writing. (W, L)
9. The student will edit common usage problems such as pronoun agreement and modifiers in writing assignments. (W, L)
10. The student will compose a variety of sentence types correctly. (W,L)
11. The student will apply multiple research sources to locate information relevant to research questions. (RI, W)
12. The student will prepare a research paper using source cards, note cards, outline format, citations, and appropriate bibliography. (RI, W, L)
13. The student will collaborate by sharing ideas, examples, and insights productively and respectfully in informal discussion/conversation. (ALL)
14. The student will utilize appropriate multi-media technology in order to give oral presentations of various lengths and types. (ALL)
15. The student will demonstrate his/her listening abilities in various speaking situations. (SL)
16. The student will make proper use of print and non-print sources, including online. (RL, RI)
17. The student will employ an organized, systematic method for taking notes. (SL, L, W)

THESE PROFICIENCIES MEET OR EXCEED THE 2016 NEW JERSEY LEARNING STANDARDS (NJSLS) FOR ENGLISH LANGUAGE ARTS

RI = Reading Informational Text

L = Language

RL = Reading Literature

W = Writing

SL = Speaking/Listening

ALL = RI, RL, SL, L, W

Appendix A: Rubric

ELA I Scoring Rubric

Construct Measured	Score Point 4 90% and above	3.5 85 %	Score Point 3 80%	2.5 75%	Score Point 2 70%	1.5 65%	Score Point 1 60%	.5 55 %	Score Point 0 54% and below
Reading Comprehension of Key Ideas and Details	The student response addresses the prompt and demonstrates full comprehension of ideas by providing an... *(accurate analysis with effective and convincing textual evidence.) **(effectively developed response with narrative elements.)		The student response addresses the prompt and demonstrates comprehension of ideas by providing a... *(mostly accurate analysis and supporting the analysis with adequate textual evidence.) **(mostly effectively developed response with narrative elements.)		The student response addresses the prompt and demonstrates some comprehension of ideas by providing a... *(somewhat accurate analysis and supporting the analysis with basic textual evidence.) **(developed response with some narrative elements.)		The student response barely addresses the prompt and demonstrates limited comprehension of ideas by providing a... *(minimally accurate analysis and supporting the analysis with limited textual evidence.) **(minimally developed response with limited narrative elements.)		The student response demonstrates no comprehension of ideas by providing ... *(inaccurate or no analysis with little to no textual evidence.) **(an undeveloped response with no narrative elements.)
Written Expression	The student response demonstrates organization and clarity, making it easy to follow the writer’s progression of ideas, and establishes and maintains an effective style.		The student response demonstrates organization and clarity, making it fairly easy to follow the writer’s progression of ideas, and establishes and maintains a mostly effective style.		The student response demonstrates some organization and/or clarity, making the writer’s progression of ideas somewhat evident , but not obvious, and has a style that is partially effective .		The student response demonstrates limited organization and/or clarity, making the writer’s progression of ideas somewhat unclear , and has a style that has limited effectiveness .		The student response is undeveloped and/or inappropriate to the task, lacks organization and clarity, and has an inappropriate style.
Knowledge of Language and Conventions	The student response to the prompt demonstrates full command of the conventions of standard English. There may be a few minor errors in mechanics, grammar, and usage, but does not interfere with meaning.		The student response to the prompt demonstrates effective command of the conventions of standard English. There may be a few minor errors in mechanics, grammar, and usage, but the meaning is clear .		The student response to the prompt demonstrates some command of the conventions of standard English. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.		The student response to the prompt demonstrates limited command of the conventions of standard English. There may be errors in mechanics, grammar, and usage that often impede understanding.		The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

*Literary Analysis/Research Simulated Task

**Narrative

Appendix B: Summer Reading Assignment

Students will read and annotate “Fahrenheit 451” by Ray Bradbury. This selection will be used to complete an assessment during the first week of school.