

# 9<sup>th</sup> Grade Honors ELA Curriculum Maps

*NOTE: Students taking 9<sup>th</sup> Grade Honors ELA will complete the following units of study over the course of the school year although not necessarily in the order listed.*

Unit of Study: The Devil in the White City

Unit of Study: Of Mice and Men

Unit of Study: Romeo & Juliet

Unit of Study: Poetry

Unit of Study: Short Stories

Unit of Study: The Odyssey

Unit of Study: To Kill a Mockingbird

**NOTE: Students will read *The Pearl* by John Steinbeck as a summer assignment.**

<b>Grade: 9</b> <b>Subject: Honors ELA</b>	<b>Unit of Study: <u>The Devil in the White City</u></b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ <u>The Devil in the White City</u> examines the parallel stories of the 1893 world's fair and a sinister doctor's schemes as students will examine, analyze, and interact with a nonfiction tale written in the style of a novel.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ The exploration and examination of relevant social topics in texts enhances students' understanding of their own lives</li> <li>▪ The study of nonfiction as a literary genre enhances students' ability to understand historical events</li> <li>▪ The ability to put yourself in the shoes of various characters allows you to gain different perspectives</li> <li>▪ Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections</li> <li>▪ Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments</li> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding.</li> <li>▪ Writing is a process, not a result.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does Larson's background influence his writing?</li> <li>▪ How is the era (1890's) reflected in the work?</li> <li>▪ How does Larson hook and hold his audience?</li> <li>▪ How does setting affect plot?</li> <li>▪ How can a work of nonfiction be used to study history?</li> <li>▪ What are the essential traits of the characters?</li> <li>▪ What relevant timeless themes are conveyed in the novel?</li> <li>▪ How are supposedly insurmountable problems overcome in the novel?</li> <li>▪ What examples of people being opportunistic are presented in the novel?</li> <li>▪ What is the significance of the title of the novel?</li> <li>▪ How is the economy of a city bolstered by hosting an event such as a World's Fair?</li> <li>▪ What risks does a city face by hosting an event such as a World's Fair?</li> <li>▪ What strategies can a reader use to decode unfamiliar/archaic vocabulary?</li> <li>▪ How can a reader use support from the text to create an effective literary analysis?</li> <li>▪ What are the most effective techniques involved in writing informative/explanatory texts, and arguments?</li> <li>▪ What language choices can a writer make to improve a piece?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ The historical context of the 1890's</li> <li>▪ Larson's influences' effect on his writing</li> <li>▪ Larson's use of research in composing his work</li> <li>▪ Vocabulary study</li> <li>▪ Significance of plot development</li> <li>▪ Themes of problem solving, overcoming adversity, urban decay, the evil that exists in human nature, etc.</li> <li>▪ The manifestations of psychopathy (Holmes)</li> <li>▪ Character study</li> <li>▪ Effect of setting on plot and characters</li> <li>▪ Contextual clues and reading strategies</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Strategies for understanding the novel’s language/vocabulary</li> <li>▪ Self-reflection through journaling</li> <li>▪ Writing as a process</li> <li>▪ Literary analysis with support from the text</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.RL.9-10.4 - [Grade Level Standard] - 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).</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.RI.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.</i></li> <li>▪ <i>LA.9-10.RI.9-10.2 - Determine a central idea of a text and analyze 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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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).</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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).</i></li> <li>▪ <i>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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> </ul>

	<ul style="list-style-type: none"> <li>▪ <i>LA.9-10.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</i></li> <li>▪ <i>LA.9-10.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></li> <li>▪ <i>LA.9-10.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</i></li> <li>▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i></li> <li>▪ <i>LA.9-10.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.</i></li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>The Devil in the White City</u> by Erik Larson</li> <li>▪ Internet resources for the 1893 World's Fair</li> <li>▪ Internet resources for the life/background of H. H. Holmes</li> <li>▪ <i>Time</i> magazine article on psychopaths</li> <li>▪ <i>Scientific American Mind</i> magazine article on psychopathy</li> <li>▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; MLA format for research papers</li> </ul>
<b>Notes</b>	

<b>Grade: 9</b> <b>Subject: Honors ELA</b>	<b>Unit of Study: <u>Of Mice and Men</u></b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ <u>Of Mice and Men</u> presents the plight of migrant workers in great depression California, allowing students to interact with the text to examine, evaluate, and appreciate Steinbeck's depiction of friendship, economic hardship, and the American Dream.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ The exploration and examination of relevant social topics in texts enhances students' understanding of their own lives. For example, bullying (Curley as bully, Lennie/Candy as victims); domestic violence (Curley's treatment of his wife); and others.</li> <li>▪ The ability to put yourself in the shoes of various characters allows you to gain different perspectives.</li> <li>▪ There are many dangers to stereotyping and many forms of it: for example women; blacks, the handicapped, etc.</li> <li>▪ Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections.</li> <li>▪ Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments.</li> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding.</li> <li>▪ Writing is a process, not a result.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does Steinbeck's background influence his writing?</li> <li>▪ How does Steinbeck hook and hold his readers?</li> <li>▪ How does the novella's Great Depression era setting affect its plot?</li> <li>▪ How does one/society cope with economic hardship in terms of the novella's time period vs. today?</li> <li>▪ How can a work of fiction be used to study history?</li> <li>▪ How can friendships help one overcome adversity?</li> <li>▪ What is the significance of the novella's title?</li> <li>▪ What are the essential traits of the characters?</li> <li>▪ What strategies can a reader use to decode unfamiliar/archaic vocabulary?</li> <li>▪ How can a reader use support from the text to create an effective literary analysis?</li> <li>▪ What are the most effective techniques involved in writing informative/explanatory texts, and arguments?</li> <li>▪ What language choices can a writer make to improve a piece?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ The historical context of the Great Depression</li> <li>▪ Steinbeck's influences' effect on his writing</li> <li>▪ Steinbeck's use of word choice in enhancing foreshadowing</li> <li>▪ Steinbeck's use of dogs as a literary device (symbolism)</li> <li>▪ Vocabulary study</li> <li>▪ Significance of plot development</li> <li>▪ Themes of friendship, loneliness, overcoming hardship</li> <li>▪ Character study</li> <li>▪ Effect of setting on plot and characters</li> <li>▪ Contextual clues and reading strategies</li> <li>▪ Self-reflection through journaling</li> <li>▪ Writing as a process</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Literary analysis with support from the text</li> <li>▪ Film study</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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).</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.RI.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.</i></li> <li>▪ <i>LA.9-10.RI.9-10.2 - Determine a central idea of a text and analyze 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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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).</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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).</i></li> <li>▪ <i>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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</i></li> </ul>

	<ul style="list-style-type: none"> <li>▪ <i>LA.9-10.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></li> <li>▪ <i>LA.9-10.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></li> <li>▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i></li> <li>▪ <i>LA.9-10.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.</i></li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Of Mice and Men</u> by John Steinbeck</li> <li>▪ 1939, 1982, and 1991 film versions of the novella</li> <li>▪ Internet and other resources for the Great Depression</li> <li>▪ Internet and other resources for the life/background of John Steinbeck</li> <li>▪ History Channel video “Biography: John Steinbeck”</li> <li>▪ The Petrified Forest and other related films</li> <li>▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; MLA format for research papers</li> </ul>
<b>Notes</b>	

<b>Grade: 9</b> <b>Subject: Honors ELA</b>	<b>Unit of Study: <u>Romeo &amp; Juliet</u></b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ Students will read selected works by William Shakespeare throughout their 4 years at Spotswood High School. Students will interact with the text to evaluate, analyze and appreciate this Tragedy play set in renaissance Italy.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ The exploration and examination of relevant social topics in texts enhances students' understanding of their own lives.</li> <li>▪ The ability to put yourself in the shoes of various characters allows you to gain different perspectives.</li> <li>▪ The study of Shakespeare in a modern setting is relevant because of his timeless themes.</li> <li>▪ Shakespeare's appeal is broad, due in part to his catering to the common man.</li> <li>▪ Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections.</li> <li>▪ Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments.</li> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding.</li> <li>▪ Writing is a process, not a result.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does Shakespeare's background influence his writing?</li> <li>▪ How does the Elizabethan era influence the author's work?</li> <li>▪ How does Shakespeare hook and hold his audience?</li> <li>▪ How does setting affect plot?</li> <li>▪ How can a work of fiction be used to study history?</li> <li>▪ How can friendships help one overcome adversity?</li> <li>▪ How does allegiance to family affect one's life?</li> <li>▪ What are the essential traits of the characters?</li> <li>▪ What role does Fate play in the characters' lives?</li> <li>▪ What themes in the play are timeless?</li> <li>▪ What strategies can a reader use to decode unfamiliar/archaic vocabulary?</li> <li>▪ How can a reader use support from the text to create an effective literary analysis?</li> <li>▪ What are the most effective techniques are involved in writing informative/explanatory texts, and arguments?</li> <li>▪ What language choices can a writer make to improve a piece?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ The historical context of the Elizabethan Era</li> <li>▪ Shakespeare's influences' effect on his writing</li> <li>▪ Shakespeare's use of poetry vs. prose</li> <li>▪ Vocabulary study</li> <li>▪ Significance of plot development</li> <li>▪ Themes of friendship, family loyalty, forbidden love, clan warfare, etc.</li> <li>▪ Character study</li> <li>▪ Effect of setting on plot and characters</li> <li>▪ Contextual clues and reading strategies</li> <li>▪ Strategies for understanding Shakespeare's language</li> <li>▪ Self-reflection through journaling</li> <li>▪ Writing as a process</li> <li>▪ Literary analysis with support from the text</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Film study</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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).</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.RI.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.</i></li> <li>▪ <i>LA.9-10.RI.9-10.2 - Determine a central idea of a text and analyze 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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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).</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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).</i></li> <li>▪ <i>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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</i></li> </ul>

	<ul style="list-style-type: none"> <li>▪ <i>LA.9-10.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></li> <li>▪ <i>LA.9-10.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</i></li> <li>▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i></li> <li>▪ <i>LA.9-10.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.</i></li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ <i>Romeo &amp; Juliet</i> by William Shakespeare</li> <li>▪ Zeffereilli, Lührman, Barrymore (1939), and Nureyev (1966 Ballet) film versions of the play</li> <li>▪ Internet resources for the Elizabethan Era</li> <li>▪ Internet resources for the life/background of William Shakespeare</li> <li>▪ A&amp;E Biography video “William Shakespeare”</li> <li>▪ Worksheets and Handouts derived from Center for Learning materials</li> <li>▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; MLA format for research papers</li> </ul>
<b>Notes</b>	

<b>Grade: 9</b> <b>Subject: Honors ELA</b>	<b>Unit of Study: Poetry</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ Students will read selected works by authors from various backgrounds with an opportunity to understand, appreciate, analyze, and evaluate the different movements, themes, backgrounds, and impact of each work.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ The exploration and examination of relevant social topics in texts enhances students' understanding of their own lives.</li> <li>▪ The study of poetry is relevant because of its timeless and universal themes.</li> <li>▪ Studying poetry allows us to examine who we were in the past as well as who we are now.</li> <li>▪ Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections.</li> <li>▪ Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments.</li> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding.</li> <li>▪ Writing is a process, not a result.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What are the differences between poetry and prose?</li> <li>▪ How do poets hook their readers?</li> <li>▪ How can poems be used to study history?</li> <li>▪ What relevant timeless themes are conveyed in the selected poems?</li> <li>▪ What is the significance of the titles of the selected poems?</li> <li>▪ What strategies can a reader use to decode a poem?</li> <li>▪ What strategies can a reader use to decode unfamiliar/archaic vocabulary?</li> <li>▪ How can a reader use support from the text to create an effective literary analysis?</li> <li>▪ What is the importance of economy of words in poetry?</li> <li>▪ What is poetic license and how is it used in poetry?</li> <li>▪ What are the techniques involved in writing effective poetry?</li> <li>▪ What language choices can a writer make to improve a poem?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ The historical context of selected poems</li> <li>▪ Vocabulary study</li> <li>▪ Themes of selected poems</li> <li>▪ Characteristics of poetry vs. prose</li> <li>▪ Contextual clues and reading strategies</li> <li>▪ Strategies for understanding the poem's language</li> <li>▪ Strategies for understanding the poem's structure</li> <li>▪ Examination of different types of poems (haiku, sonnet, etc.)</li> <li>▪ Self-reflection through journaling</li> <li>▪ Writing as a process</li> <li>▪ Literary analysis with support from the text</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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</i></li> </ul>

*and is shaped and refined by specific details; provide an objective summary of the text.*

- **LA.9-10.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.9-10.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.*
- **LA.9-10.RI.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.*
- **LA.9-10.RI.9-10.2** - *Determine a central idea of a text and analyze 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.*
- **LA.9-10.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.9-10.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.9-10.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.*
- **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.*
- **LA.9-10.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.9-10.W.9-10.5** - *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **LA.9-10.W.9-10.9** - *Draw evidence from literary or informational texts to support analysis, reflection, and research.*
- **LA.9-10.SL.9-10.1** - *Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
- **LA.9-10.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.*
- **LA.9-10.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.*

	<ul style="list-style-type: none"> <li>▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</i></li> <li>▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i></li> <li>▪ <i>LA.9-10.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.</i></li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ Selected poems from <u>The Language of Literature, Grade 9</u> and others at teacher's discretion</li> <li>▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; MLA format for research papers</li> </ul>
<b>Notes</b>	

<b>Grade: 9</b> <b>Subject: Honors ELA</b>	<b>Unit of Study: Short Stories</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ Students will read selected works by various authors with an opportunity to understand, appreciate, analyze, and evaluate the different movements, themes, backgrounds, and impact of each work.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ The exploration and examination of relevant social topics in texts enhances students' understanding of their own lives.</li> <li>▪ The ability to put yourself in the shoes of various characters allows you to gain different perspectives.</li> <li>▪ The study of short stories is relevant because of their timeless and universal themes.</li> <li>▪ Studying short stories allows us to examine who we were in the past as well as who we are now.</li> <li>▪ Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections.</li> <li>▪ Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments.</li> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding.</li> <li>▪ Writing is a process, not a result.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What are the differences between short stories and novels?</li> <li>▪ How do authors of short stories hook their readers?</li> <li>▪ How can short stories be used to study history?</li> <li>▪ What relevant timeless themes are conveyed in the selected short stories?</li> <li>▪ What is the significance of the titles of the selected short stories?</li> <li>▪ What strategies can a reader use to understand a short story?</li> <li>▪ What strategies can a reader use to decode unfamiliar/archaic vocabulary?</li> <li>▪ How can a reader use support from the text to create an effective literary analysis?</li> <li>▪ What is the importance of word choice in short stories?</li> <li>▪ What is the importance of dialogue and dialogue tags in short stories?</li> <li>▪ What are the techniques involved in writing effective short stories?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ The historical context of selected short stories</li> <li>▪ Vocabulary study</li> <li>▪ Themes of selected short stories</li> <li>▪ Characteristics of short stories vs. novels</li> <li>▪ Character study</li> <li>▪ Effect of setting on plot and characters</li> <li>▪ Contextual clues and reading strategies</li> <li>▪ Strategies for understanding the short story's language</li> <li>▪ Strategies for understanding the short story's structure</li> <li>▪ Examination of different genres of short stories</li> <li>▪ Self-reflection through journaling</li> <li>▪ Writing as a process</li> <li>▪ Literary analysis with support from the text</li> </ul>

**Standards**

- **LA.9-10.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.
- **LA.9-10.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.
- **LA.9-10.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.9-10.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.9-10.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.
- **LA.9-10.RI.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.
- **LA.9-10.RI.9-10.2** - Determine a central idea of a text and analyze 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.
- **LA.9-10.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.9-10.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.9-10.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.
- **LA.9-10.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.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.
- **LA.9-10.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.9-10.W.9-10.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **LA.9-10.W.9-10.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.

	<ul style="list-style-type: none"> <li>▪ <i>LA.9-10.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</i></li> <li>▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i></li> <li>▪ <i>LA.9-10.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.</i></li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ Selected short stories from <u>The Language of Literature, Grade 9</u> and others at teacher's discretion</li> <li>▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; MLA format for research papers</li> </ul>
<b>Notes</b>	



<b>Grade: 9</b> <b>Subject: Honors ELA</b>	<b>Unit of Study: <u>The Odyssey</u></b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ <u>The Odyssey</u> depicts Odysseus' struggles as he returns home from the Trojan War, providing learners with the opportunity to interact with the text to analyze, evaluate, and appreciate the major values of Greek Culture, Odysseus' qualities as a hero, and the literary importance of the Epic.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ The exploration and examination of relevant social topics in texts enhances students' understanding of their own lives.</li> <li>▪ The ability to put yourself in the shoes of various characters allows you to gain different perspectives.</li> <li>▪ The study of classical literature in a modern setting is relevant because of its timeless and universal themes.</li> <li>▪ Studying classical literature allows us to examine who we were in the past as well as who we are now.</li> <li>▪ Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections.</li> <li>▪ Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments.</li> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding.</li> <li>▪ Writing is a process, not a result.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ Who was Homer?</li> <li>▪ How is the era (Ancient Greece) reflected in the work?</li> <li>▪ What elements of mythology are reflected in the epic?</li> <li>▪ What is epic poetry?</li> <li>▪ What is an epic hero?</li> <li>▪ How does Homer hook and hold his audience?</li> <li>▪ How does setting affect plot?</li> <li>▪ How can an epic poem be used to study history?</li> <li>▪ What are the essential traits of the characters?</li> <li>▪ What relevant timeless themes are conveyed in the epic?</li> <li>▪ What is the significance of the title of the epic?</li> <li>▪ What strategies can a reader use to decode unfamiliar/archaic vocabulary?</li> <li>▪ How can a reader use support from the text to create an effective literary analysis?</li> <li>▪ What are the most effective techniques involved in writing informative/explanatory texts, and arguments?</li> <li>▪ What language choices can a writer make to improve a piece?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ The historical context of the Trojan War / Ancient Greece</li> <li>▪ Vocabulary study</li> <li>▪ Significance of plot development</li> <li>▪ Themes of heroism, journeys (literal vs. figurative), loyalty/faithfulness, fate</li> <li>▪ Characteristics of an epic hero</li> <li>▪ Character study</li> <li>▪ Effect of setting on plot and characters</li> <li>▪ Contextual clues and reading strategies</li> <li>▪ Strategies for understanding the epic's language/vocabulary</li> <li>▪ Self-reflection through journaling</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Writing as a process</li> <li>▪ Literary analysis with support from the text</li> <li>▪ Film study</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>▪ <i><b>LA.9-10.RL.9-10.1</b> - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></li> <li>▪ <i><b>LA.9-10.RL.9-10.2</b> - 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.</i></li> <li>▪ <i><b>LA.9-10.RL.9-10.3</b> - 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.</i></li> <li>▪ <i><b>LA.9-10.RL.9-10.4</b> - 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).</i></li> <li>▪ <i><b>LA.9-10.RL.9-10.5</b> - 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.</i></li> <li>▪ <i><b>LA.9-10.RI.9-10.1</b> - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></li> <li>▪ <i><b>LA.9-10.RI.9-10.2</b> - Determine a central idea of a text and analyze 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.</i></li> <li>▪ <i><b>LA.9-10.RI.9-10.3</b> - 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.</i></li> <li>▪ <i><b>LA.9-10.RI.9-10.4</b> - 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).</i></li> <li>▪ <i><b>LA.9-10.RI.9-10.6</b> - 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.</i></li> <li>▪ <i><b>LA.9-10.RI.9-10.5</b> - 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).</i></li> <li>▪ <i><b>LA.9-10.W.9-10.1</b> - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></li> <li>▪ <i><b>LA.9-10.W.9-10.2</b> - 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.</i></li> </ul>

	<ul style="list-style-type: none"> <li>▪ <i>LA.9-10.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</i></li> <li>▪ <i>LA.9-10.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></li> <li>▪ <i>LA.9-10.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</i></li> <li>▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i></li> <li>▪ <i>LA.9-10.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.</i></li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ <i>The Odyssey</i> by Homer</li> <li>▪ Internet resources for the Trojan War / Ancient Greece</li> <li>▪ Internet resources for mythology</li> <li>▪ Film version of the epic poem</li> <li>▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; MLA format for research papers</li> </ul>
<b>Notes</b>	

<b>Grade: 9</b> <b>Subject: Honors ELA</b>	<b>Unit of Study: <u>To Kill a Mockingbird</u></b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ <u>To Kill a Mockingbird</u> examines issues of race, gender, and adolescence in pre WWII America.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ The exploration and examination of relevant social topics in texts enhances students' understanding of their own lives.</li> <li>▪ The ability to put yourself in the shoes of various characters allows you to gain different perspectives.</li> <li>▪ There are many dangers to stereotyping.</li> <li>▪ There are many dangers to hearsay and rumors.</li> <li>▪ Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections.</li> <li>▪ Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments.</li> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding.</li> <li>▪ Writing is a process, not a result.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does Lee's background influence her writing?</li> <li>▪ How is the era (1930's / Great Depression) reflected in the work?</li> <li>▪ How do the Jim Crow Laws affect the plot?</li> <li>▪ How does Lee hook and hold her audience?</li> <li>▪ How does setting affect plot?</li> <li>▪ How can a work of fiction be used to study history?</li> <li>▪ How does one cope with economic hardship?</li> <li>▪ How do we define the caste systems of society and what are the associated dangers?</li> <li>▪ How do the events of our childhood shape who we will become as adults?</li> <li>▪ What are the essential traits of the characters?</li> <li>▪ What relevant timeless themes are conveyed in the novel?</li> <li>▪ How does one distinguish between fact and rumor?</li> <li>▪ What is the danger of acting on rumors?</li> <li>▪ Who is affected when people act on rumors?</li> <li>▪ What is the significance of the title of the novel?</li> <li>▪ What strategies can a reader use to decode unfamiliar/archaic vocabulary?</li> <li>▪ How can a reader use support from the text to create an effective literary analysis?</li> <li>▪ What are the most effective techniques involved in writing informative/explanatory texts, and arguments?</li> <li>▪ What language choices can a writer make to improve a piece?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ The historical context of the 1930's / Great Depression</li> <li>▪ The effect of Jim Crow Laws</li> <li>▪ Lee's influences' effect on her writing</li> <li>▪ Lee's incorporation of autobiographical elements into the story</li> <li>▪ Vocabulary study</li> <li>▪ Significance of plot development</li> <li>▪ Themes of racism, stereotyping, family, religion, coming of age, service, sense of community, etc.</li> <li>▪ Character study</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Effect of setting on plot and characters</li> <li>▪ Contextual clues and reading strategies</li> <li>▪ Strategies for understanding the novel’s language/vocabulary</li> <li>▪ Self-reflection through journaling</li> <li>▪ Writing as a process</li> <li>▪ Literary analysis with support from the text</li> <li>▪ Film study</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>▪ <i><b>LA.9-10.RL.9-10.1</b> - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></li> <li>▪ <i><b>LA.9-10.RL.9-10.2</b> - 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.</i></li> <li>▪ <i><b>LA.9-10.RL.9-10.3</b> - 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.</i></li> <li>▪ <i><b>LA.9-10.RL.9-10.4</b> - 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).</i></li> <li>▪ <i><b>LA.9-10.RL.9-10.5</b> - 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.</i></li> <li>▪ <i><b>LA.9-10.RI.9-10.1</b> - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></li> <li>▪ <i><b>LA.9-10.RI.9-10.2</b> - Determine a central idea of a text and analyze 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.</i></li> <li>▪ <i><b>LA.9-10.RI.9-10.3</b> - 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.</i></li> <li>▪ <i><b>LA.9-10.RI.9-10.4</b> - 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).</i></li> <li>▪ <i><b>LA.9-10.RI.9-10.6</b> - 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.</i></li> <li>▪ <i><b>LA.9-10.RI.9-10.5</b> - 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).</i></li> <li>▪ <i><b>LA.9-10.W.9-10.1</b> - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></li> </ul>

	<ul style="list-style-type: none"> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</i></li> <li>▪ <i>LA.9-10.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></li> <li>▪ <i>LA.9-10.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.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.</i></li> <li>▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</i></li> <li>▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i></li> <li>▪ <i>LA.9-10.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.</i></li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>To Kill a Mockingbird</u> by Harper Lee</li> <li>▪ Internet resources for Jim Crow Laws</li> <li>▪ Internet / Video resources for the life/background of Harper Lee</li> <li>▪ Film version of the novel</li> <li>▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; MLA format for research papers</li> </ul>
<b>Notes</b>	