

Ocean Academy Charter High School
Curriculum Guide
Grade 9



Original Adoption:	August 2024
Created by:	Stephen Nichol & Amy LaBarca

Ocean Academy Charter High School ELA 9 Curriculum	
Content Area: English Language Arts	
Course Title: English Language Arts	
Grade Level: 9th Grade	
Unit Title	Pacing Guide in Days
Unit Plan 1: The Human Spirit AMISTAD/HOLOCAUST & GENOCIDE/LGBTQ/DIVERSITY & INCLUSION CLIMATE CHANGE	30 Days
Unit Plan 2: The Hero & The Quest DIVERSITY & INCLUSION/ASIAN AMERICANS & PACIFIC ISLANDERS	20 Days
Unit Plan 3: Appearance vs. Reality AMISTAD/LGBTQ/DIVERSITY & INCLUSION	20 Days
Unit Plan 4: Short Stories AMISTAD/HOLOCAUST & GENOCIDE/LGBTQ/DIVERSITY & INCLUSION/CLIMATE CHANGE/ASIAN AMERICANS & PACIFIC ISLANDERS	20 Days

Ocean Academy Charter School Unit 1 Overview	
Content Area: English Language Arts	
Unit Title: The Human Spirit	Duration: 30 Days
Target Course/Grade Level: 9th Grade/Of Mice and Men	

Introduction:

In this unit, students will investigate the concept of the human spirit by exploring how external factors influence emotional and physical well-being. They will examine the role of mood, tone, and meaning in a text and interpret sensory details to deepen their understanding. Students will analyze both internal and external conflicts, along with character motivations, to determine how these elements drive the plot through inference. Additionally, they will explore literary devices such as irony and symbolism to understand how these techniques contribute to an author's unique style. Finally, students will compare and contrast the motivations of characters from different historical periods.

Unit Focus/Content Statements:

In this unit, Grade 9 students will explore the idea of the human spirit by reading literature that focuses on identity, struggle, hope, and resilience. The unit begins with a study of *Of Mice and Men* by John Steinbeck. Students will complete a research project and a pre-reading activity that asks them to consider important social issues, such as how people with disabilities are treated in society. These activities help students form and express their own opinions while connecting past and present.

Throughout the unit, students will take part in various reading and writing tasks. These include answering critical thinking questions, writing constructed responses, participating in a group argument and presentation, and composing literary analysis essays. These tasks help students build skills in analysis, discussion, and argument.

Students will also keep journals to reflect on what they read and make connections to their own lives, the world around them, and other texts. These connections will be shaped by their experiences with family, culture, and community.

After reading *Of Mice and Men*, students will study selected nonfiction texts, where they will explore themes like the loss of identity, facing fear, and the struggle between hope and despair.

To bring the unit to a close, students will read selected excerpts from *The House on Mango Street* by Sandra Cisneros. This final text will guide students in thinking about history, culture, and identity—helping them discover a deeper truth about the strength and spirit of individuals facing difficult circumstances.

Disciplinary Concepts for the Unit:**Standard 9.1**

Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2

Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well

informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4

Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1

Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2

Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A:52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBTQ Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1.The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

Primary interdisciplinary connections: Social Studies, Career Readiness, Life Literacies and Key Skills, Computer Design.

21st century themes and skills:

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

New Jersey Student Learning Standards-ELA

Grade 9 - 10 2023 ELA Standards and Practices

FOCUS STANDARDS

READING DOMAIN

(CR) Close Reading of Text: By the end of grade 12, 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.

RL.CR.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9-10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
Amistad/Holocaust and Genocide/LGBTQ /Diversity and Inclusion

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it

Ocean Academy Charter High School
Curriculum Guide
Grade 9

	emerges and is shaped by specific details; provide an objective summary of the text. Amistad/Holocaust/LGBTQ/Diversity and Inclusion
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	RL.PP. 9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. RL.PP. 9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. Amistad/Holocaust/LGBTQ/Diversity and Inclusion
(CT) Comparison of Texts: By the end of grade 12, 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.	RI.CT.9-10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion
WRITING DOMAIN	
(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. ➤ Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ➤ Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. ➤ Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and

Ocean Academy Charter High School
Curriculum Guide
Grade 9

	counterclaims. ➤ Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ➤ Provide a concluding paragraph or section that supports the argument presented. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion
(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ➤ Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. ➤ Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ➤ Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ➤ Use precise language and domain-specific vocabulary to manage the complexity of the topic. ➤ Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ➤ Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
(WP) Writing Process: By the end of grade 12, develop and	W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting,

Ocean Academy Charter High School
Curriculum Guide
Grade 9

strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. on literary or nonfiction informational texts to support analysis, reflection, and research.
(WR) Writing Research: By the end of grade 12, 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.	W.WR.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	W.SE.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LANGUAGE DOMAIN	
(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking. ➤ Use parallel structure. ➤ Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ➤ Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ➤ Use a colon to introduce a list or quotation. ➤ Recognize spelling conventions.
(KL) Knowledge of Language: By	L.KL.9-10.2. Apply knowledge of language to make

Ocean Academy Charter High School
Curriculum Guide
Grade 9

the end of grade 12, apply knowledge of language and command of vocabulary 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.	effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. ➤ Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. ➤ Vary word choice and sentence structure to demonstrate an understanding of the influence of language.\ ➤ Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies. ➤ Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ➤ Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). ➤ 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).\ ➤ Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. ➤ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word	L.VI.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

meanings, including shades of meaning based on word relationships and context.	➤ Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. ➤ Analyze nuances in the meaning of words with similar denotations. ➤ 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; how the language of a court opinion differs from that of a newspaper).
SPEAKING AND LISTENING DOMAIN	
(PE) Participate Effectively: By the end of grade 12, 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.	SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ➤ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ➤ Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. ➤ Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. ➤ Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

Ocean Academy Charter High School
Curriculum Guide
Grade 9

(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.ES.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
(PI) Present Information: By the end of grade 12, 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.	SL.PI.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.UM.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
New Jersey Student Learning Standards: Interdisciplinary Connections	
<u>2020 NJSLS Social Studies</u> Core Ideas	<u>Performance Expectations</u> (Identified with Standard Number and statement)
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. Amistad/Holocaust and Genocide/LGBTQ /Diversity and Inclusion
Political and economic decisions throughout time have influenced cultural and environmental characteristics.	6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression. Climate Change

Ocean Academy Charter High School
Curriculum Guide
Grade 9

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation Career Readiness, Life Literacies, and Key Skills Practices Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Critical Thinking and Problem Solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
Information and Media Literacy	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources). 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
Technology Literacy	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impacts of Computing	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

Ocean Academy Charter High School
Curriculum Guide
Grade 9

	8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value. 8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
Ethics and Culture	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately. 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.

Knowledge and Skills

Unit Learning Targets / Objectives:

Reading Literature and Informational Texts

- Identify both explicit information and logical inferences in a text.
- Discern central ideas, themes, and significant details; summarize them clearly and concisely.
- Explain how events develop over time and relate to one another.

- Analyze characters' traits, motivations, and thoughts through their actions, dialogue, and interactions.
- Determine the meaning of words and phrases in context, including figurative and connotative meanings.
- Examine how word choice affects tone and meaning.
- Analyze how specific details and structural elements contribute to the overall meaning of a text.
- Integrate text with visual elements (e.g., diagrams, charts, maps) to deepen understanding.
- Identify and evaluate the credibility, accuracy, and origin of print and digital sources.
- Use text features and search tools to extract key information efficiently from various sources.
- Assess arguments by evaluating reasoning, evidence, and rhetorical strategies.
- Compare and contrast how different texts approach similar themes, topics, or ideas.
- Apply prior knowledge to support comprehension and recognize when the text expands or contradicts that knowledge.
- Demonstrate understanding of texts from multiple disciplines, including literature, history, science, and mathematics.

Writing

- Establish and refine a clear topic or thesis suited to the task and audience.
- Conduct focused research to gather relevant information for arguments, explanations, or inquiries.
- Sustain focus and coherence throughout a piece of writing.
- Use logical organization to convey relationships among ideas or events.
- Support claims or explanations with well-chosen details, evidence, and examples.
- Select precise and concise language to express ideas clearly.
- Use varied sentence structures to create cohesion and maintain reader interest.
- Develop and maintain an appropriate style and tone for the purpose and audience.

- Apply conventions of standard written English (grammar, usage, punctuation, and mechanics).
- Accurately incorporate and cite others' data, opinions, and conclusions, avoiding plagiarism.
- Evaluate and revise writing to improve clarity, coherence, and effectiveness.
- Use technology to plan, compose, edit, and share written work.
- Choose effective formats and structures suited to the purpose, audience, and content.
- Present information and supporting evidence clearly, concisely, and purposefully.
- Use visual and multimedia elements strategically to enhance communication.

Speaking and Listening

- Participate effectively in one-on-one, group, and teacher-led discussions.
- Articulate ideas clearly and persuasively.
- Propel discussions forward by posing relevant questions and building on others' ideas.
- Reflect on, evaluate, and respond to peer contributions.
- Comprehend and analyze complex spoken information, identifying main ideas and key details.
- Follow the progression of a speaker's argument and evaluate reasoning and use of evidence.
- Ask insightful questions and offer constructive feedback to advance discussion.

Language

- Apply knowledge of language structure and conventions to enhance communication.
- Adjust language choices to suit purpose, audience, and context.
- Use language strategically to clarify meaning and achieve desired style.
- Consult appropriate style manuals aligned with discipline-specific writing standards.

Research and Media Literacy

- Develop a research question or claim, distinguishing it from opposing viewpoints.
- Gather and evaluate information from credible, accurate, and relevant sources.
- Integrate multiple sources—including visual and quantitative data—into a coherent analysis.
- Synthesize and summarize key information from various print and digital formats.
- Present findings clearly and logically, anticipating reader questions or misconceptions.
- Link claims with clear reasoning and adequate supporting evidence.
- Address counterarguments thoughtfully, refining claims as needed.
- Accurately cite sources and avoid plagiarism through proper integration of others' ideas.
- Use digital tools and media elements to enhance the clarity and impact of presentations.

Unit Enduring Understandings:

Reading and Literary Analysis

- Apply close reading strategies to deepen text comprehension
- Interpret and analyze texts for meaning and purpose
- Identify the author's purpose and point of view
- Compare and contrast themes and literary elements across texts
- Examine interactions between plot elements to understand structure
- Recognize and evaluate the significance of figurative language
- Identify and support claims with textual evidence
- Utilize strategies for effective literary analysis

Vocabulary and Language Skills

- Determine the meaning of unknown words and phrases using context clues
- Recognize and apply academic and high-frequency vocabulary

- Understand and interpret words with precision for deeper comprehension

Writing and Communication

- Use the steps of the writing process to develop written work
- Construct well-organized prose responses to prompts
- Employ effective narrative writing strategies
- Communicate clearly and effectively in written and oral forms
- Collaborate with peers to enhance learning outcomes

Critical Thinking and 21st Century Skills

- Utilize creativity and innovation in problem-solving and expression
- Apply critical thinking skills to analyze and evaluate information
- Use problem-solving strategies to address academic and real-world challenges
- Understand teacher expectations and assessment tools for self-improvement
- Integrate appropriate technology to support learning in real-world contexts

Essential Questions for the Unit:

1. What influences human behavior and decision-making?
2. How do societal challenges shape the choices individuals make?
3. How do the values and norms of a specific era contribute to the nature of tragedy?
4. In times of hardship, what factors lead some people to succeed while others falter?

Instructional Plan

Suggested Activities	Resources/Texts
➤ “Where I’m From” Poem “An Old Cherokee Tale of Two Wolves” - Annotation and Constructed Response - Group Research Pre-reading - (Building Background for <i>Of Mice and Men</i>)	<u>Instructional Materials</u> Required Anchor Texts: <i>MyPerspectives Grade 9 textbook</i>

“Who’s Responsible?” Argument Presentation <i>Of Mice and Men</i> Theme Quilt and Constructed Response ➤ Commonlit.org articles focused on heroes in the real world (non-fiction pieces) with a focus on current events, historical connections to modern events and those who have overcome oppression. (Articles chosen should have an emphasis on human progress and impact on the world) ○ Holocaust & Genocide, Amistad, LGBTQ, Diversity & Inclusion, Climate Change ➤ Oprah Winfrey Special - Returning to Auschwitz with Elie Wiesel, 2006 ➤ Socratic Seminar ○ Holocaust & Genocide, Amistad, LGBTQ, Diversity & Inclusion ➤ Literary Analysis ○ Holocaust & Genocide, Amistad, LGBTQ, Diversity & Inclusion ➤ Research Paper ➤ Synthesis writing making use of both fiction and non-fiction short readings addressing modern and historical topics as well as current events. ○ Holocaust & Genocide, Amistad, LGBTQ, Diversity & Inclusion, Climate Change ➤ Personal Vignettes (<i>The House on Mango Street</i>) - Do Now Logs - Free Writing ➤ RACE for prose constructed response ➤ Evidence based essay writing ➤ High frequency/academic vocabulary study ➤ Narrative writing tasks using author’s style as a model ➤ Related selections ➤ Summarizing ➤ Center/Chat Station Activities ➤ Independent/Student selected reading assignments and related projects ➤ Maintain writing portfolios to go home each Marking Period	➤ <i>Suggested informational reads from Unit 2 Survival:</i> ○ <i>from Unbroken</i> ○ “Survival Is Your Own Responsibility” by Daryl R. Miller Required Trade Books: <i>Of Mice and Men</i> <u>Supplemental Materials</u> Optional Book Club/Paired Reading: <i>The House on Mango Street</i> <i>Between Shades of Gray</i> <i>The Book Thief</i> <i>Out of the Dust</i> <i>The Librarian of Auschwitz</i> Additional suggested supplemental reading: excerpt from “To A Mouse” by Robert Burns NYT “Friendship in an Age of Economics” by Todd May “Women in the Twentieth Century” article “Advice to the Newly Married Lady” by Samuel K. Jennings; CommonLit.org (essay) “Burning a Book” by William Stafford; CommonLit.org (poem) “How the ‘Daisy’ Ad Changed Everything About Political Advertising” “Elie Wiesel’s: ‘The Perils of Indifference’ Speech”; CommonLit.org “The Flowers of Algernon” by Daniel Keyes “A Litany for Survival” by Audrey Lorde <u>Intervention Materials</u> Resources: Multimedia enhancements including related film and audio; <i>Of Mice and Men</i> film clip, 1992 Use chromebooks to access online resources such as audiobooks, www.teachertube.com, etc. Upfront magazine Assorted non-fiction articles and literary non-fiction pieces Non-fiction ancillary materials Websites Online resources
---	---

Formative Assessments:

- Entrance/exit cards
- Student journals
- Graphic organizers
- Facilitation grid
- Study guides/synthesize through questioning
- Teacher observation
- Temperature gauges
- Class discussion
- 6 + 1 holistic grading rubric
- Conferencing
- PARCC Rubric
- Peer Evaluation
- Do Nows
- Writing Portfolio reflection and revisions
- Use some form of writing daily and express understanding of the following: argument, open-ended writing and poetry, and journaling

Summative Assessments :

- End of Unit Assessment
- Projects/Collaborative Assessments
- Literature Circles/Socratic Circles
- Final Exam
- Student Argument Presentations
- Literary Analysis Essay(s)
- Research Paper
- SGO Pre, Post, and Progress Monitoring Assessment
- Compare/contrast using film clips

Benchmark Assessments:

- Link-it! Benchmarks 1, 2, and 3

Common Writing Assessments :

- Argumentative Writing: You have read two book excerpts and a poem showing characters' first impressions of each other and how those impressions can affect a character's subsequent actions.
 - Required Readings:
 - "Excerpt from *A Princess of Mars*"
 - "Excerpt from *Pride and Prejudice*"
 - "Prom inVersed"
- Informative Writing: In "Why the United States Needs a Panamanian Canal," "Henry Flagler's Overseas Railroad," and "Excerpt from 'The Railroad Over the Ocean Surf,'" the authors support the idea that making transportation of people and goods easier can be of benefit to both people and the United States economy.

- Required Readings:
 - “Why the United States Needs a Panamanian Canal”
 - “Henry Flagler’s Overseas Railroad”
 - “Excerpt from ‘The Railroad Over the Ocean Surf’”
- Narrative Writing: Write an original scene from a play or a short story in which you use characters’ expectations and confusion to develop the plot. Use “Excerpt from *The Comedy of Errors*” and “First Impression” as inspiration for your story, but be careful not to copy the plot of either.
 - Required Readings:
 - “Excerpt from *The Comedy of Errors*”
 - “First Impression”

Alternative Assessments:

- Independent Novel Study
- Student choice/option assessment
- Student TED Talk
- Unit Project

Performance Tasks:

- Extended Writing Project: Narrative
- *Of Mice and Men* Research Project
- Socratic Seminar
- Literary Analysis
- *The House on Mango Street* - “Write your own vignettes”

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications

- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments

- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Supplemental Resources:

LGBTQ and Individuals with Disabilities Resources

New Jersey Legislation [C.18A:35-4.35](#)

LGBTQ+ and Individuals with Disabilities resources and critical thinking exercises to incorporate where appropriate.

- Address and discuss whose voice is missing from texts/documents/visual/media representations and materials used in class.
- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Explore the impact that race, religion, gender, sexual identity, and disability, have on an individual's rights.
- Investigate the roles and responsibilities of citizenship, including creating positive social change

General ELA Resources

Reading

- 9th and 10th Grade Close Reading Units
- Developing Core Proficiencies from Engage New York
- Analyzing Famous Speeches as Arguments
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- Planning to Assess. How to Align Your Instruction
- Close Reading of Literary Texts
- UDL Resources

Writing & Language

- Developing Persuasive Arguments Through Ethical Inquiry. Two Prewriting Strategies
- Spend a Day in My Shoes. Exploring the Role of Perspective in Narrative
- PARCC Scoring Rubric for Prose Constructed Response Items
- Purdue Online Writing Lab
- Vocabulary Graphic Organizer
- ELA Grade 9 Language Conventions
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Speaking & Listening

- ELA Grade 9 Speaking & Listening
- Conver-Stations. A Discussion Strategy
- Using Debate to Develop Thinking and Speaking
- Analyzing Famous Speeches as Arguments
- For Argument's Sake. Playing "Devil's Advocate" with Non Fiction Texts
- The Pros and Cons of Discussion
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Critical Thinking

- Assessing Cultural Relevance. Exploring Personal Connections to a Text
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- How to Encourage Higher Order Thinking
- Bloom's Taxonomy & Depth of Knowledge

Teacher Notes:

Additional Resources:

- Notice and Note Signposts
- Commonlit.org
- Readworks.org
- Newsela.com
- Noredink.com
- Asterisk denotes required text of study (class sets of each).
- MyPerspectives Grade 9 textbook
- In-text vocabulary should be incorporated into every unit. Word journals and various other activities should be utilized by the instructor to teach vocabulary.
- Teachers may want to use film representation to strengthen understanding of historical times and will make connections to contemporary time periods and recessions.
- In this unit, a research assignment may be assigned and completed according to the individual teachers' scope and sequence of course curriculum. The research paper is a requirement in grades 9 - 12.

Ocean Academy Charter School SCHOOL DISTRICT Unit 2 Overview

Content Area: English Language Arts

Unit Title: The Hero and the Quest

Duration: 20 Days

Target Course/Grade Level: 9th Grade

Introduction:

In this unit, students will explore the theme of heroism by studying *The Odyssey*, Greek mythology, and the characteristics of epic poetry. Through reading, discussion, and research, students will analyze what makes a hero and how ancient stories continue to shape our understanding of bravery, leadership, and consequence.

The unit begins with a film study of *The Iliad*, which provides important historical and mythological background for *The Odyssey*. This film helps introduce students to the Trojan War, key characters, and the events that set the stage for Odysseus' long journey home.

As students read *The Odyssey*, they will examine the culture of ancient Greece, including the importance of oral tradition and the moral lessons embedded in myths. Focus will also be placed on the idea of consequences—how Odysseus' actions affect not only himself, but those around him.

To deepen their understanding, students will read a variety of nonfiction texts related to Greek history, mythological themes, and modern interpretations of heroism. These articles will support guided research projects that allow students to explore topics such as ancient Greek society, gods and goddesses, and the real-life inspiration behind Homer's stories.

Supplemental poetry and nonfiction will be paired with the primary text to help students synthesize information and develop analytical thinking skills. Throughout the unit, students will engage in writing and discussion activities that challenge them to compare texts, examine character development, and connect ancient ideas to modern life.

By the end of the unit, students will have a stronger understanding of epic storytelling, mythological tradition, and the enduring question: What makes someone a hero?

Unit Focus/Content Statements:

Students will explore the details of the Hero's Journey and learn about the challenges and victories people face along their personal paths.

Disciplinary Concepts for the Unit:

Career Readiness, Life Literacies and Key Skills

Computer Science and Design-Interaction of Technology and Humans
NJSLS Social Studies

Standard 9.1

Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2

Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4

Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1

Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2

Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

2. The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI)

are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

Primary interdisciplinary connections: Social Studies, Career Readiness, Life Literacies and Key Skills, Computer Design.

21st century themes:

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

[New Jersey Student Learning Standards-ELA](#)
 [Grade 9 - 10 2023 ELA Standards and Practices](#)

FOCUS STANDARDS

READING DOMAIN

(CR) Close Reading of Text: By the end of grade 12, 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.

RL.CR.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
RI.CR.9-10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

Amistad/Holocaust and Genocide/LGBTQ /Diversity and Inclusion

CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

Amistad/Holocaust/LGBTQ/Diversity and Inclusion

Ocean Academy Charter High School
Curriculum Guide
Grade 9

(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	RL.PP. 9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. RL.PP. 9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. Amistad/Holocaust/LGBTQ/Diversity and Inclusion
(CT) Comparison of Texts: By the end of grade 12, 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	RI.CT.9-10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion
WRITING DOMAIN	
(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.NW.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ➤ Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. ➤ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ➤ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ➤ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ➤ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion
(WP) Writing Process: By the end of grade 12, develop and	W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach;

Ocean Academy Charter High School
Curriculum Guide
Grade 9

strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. on literary or nonfiction informational texts to support analysis, reflection, and research.
(WR) Writing Research: By the end of grade 12, 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.	W.WR.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	W.SE.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LANGUAGE DOMAIN	
(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking. ➤ Use parallel structure. ➤ Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ➤ Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ➤ Use a colon to introduce a list or quotation. ➤ Recognize spelling conventions.
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when	L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. ➤ Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. ➤ Vary word choice and sentence structure to

Ocean Academy Charter High School
Curriculum Guide
Grade 9

reading or listening.	demonstrate an understanding of the influence of language. ➤ Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies. ➤ Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ➤ Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). ➤ 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). ➤ Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. ➤ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.	L.VI.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. ➤ Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. ➤ Analyze nuances in the meaning of words with similar denotations. ➤ 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; how the language of a court opinion differs from that of a newspaper).
SPEAKING AND LISTENING DOMAIN	
(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse	SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Ocean Academy Charter High School
Curriculum Guide
Grade 9

partners, building on others' ideas and expressing their own clearly and persuasively.	➤ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ➤ Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. ➤ Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. ➤ Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.ES.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

Ocean Academy Charter High School
Curriculum Guide
Grade 9

(PI) Present Information: By the end of grade 12, 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.	SL.PI.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.UM.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
New Jersey Student Learning Standards: Interdisciplinary Connections	
<u>2020 NJSLS Social Studies Core Ideas</u>	Performance Expectations (Identified with Standard Number and statement)
6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century	
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations). Diversity and Inclusion/Asian Americans and Pacific Islanders
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation Career Readiness, Life Literacies, and Key Skills Practices Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.	

Ocean Academy Charter High School
Curriculum Guide
Grade 9

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Critical Thinking and Problem Solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
Information and Media Literacy	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. Diversity and Inclusion/Asian Americans and Pacific Islanders) 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
Technology Literacy	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impacts of Computing	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value. 8.2.2.ITH.3: Identify how technology impacts or improves life.

Ocean Academy Charter High School
Curriculum Guide
Grade 9

	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
Ethics and Culture	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately. 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.

Knowledge and Skills

Unit Learning Targets / Objectives:

Reading Comprehension and Literary Analysis

- Extract information from a diverse range of print and digital sources.
- Evaluate the origin, credibility, and reliability of various sources.
- Identify both explicit statements and logical inferences within a text.
- Determine central ideas or themes and summarize them concisely and accurately.
- Analyze how key details support and elaborate on main ideas.
- Evaluate character development in fiction and nonfiction by examining description, dialogue, actions, and relationships.
- Explore connections between texts, personal experiences, and broader global contexts.

- Interpret and analyze a wide range of literary devices, including:
 - *Epithet, simile, metaphor, oxymoron, theme, internal/external conflict, foreshadowing, characterization (direct/indirect), personification, imagery, irony (situational/dramatic), and setting.*
- Analyze the impact of an author's word choices on tone and meaning.
- Sustain a clear focus on a specific argument or theme throughout a written piece.

Writing and Composition

- Develop and refine a central thesis tailored to task and audience.
- Structure ideas logically to convey relationships between them.
- Choose precise language and vary sentence structure for clarity and reader engagement.
- Demonstrate proficiency in grammar, usage, and mechanics in writing.
- Evaluate and revise written work to improve organization, clarity, and accuracy.
- Use appropriate formats, organizational structures, and styles for a given purpose.
- Incorporate digital tools to draft, revise, and publish writing.
- Synthesize information from multiple credible sources to create cohesive, evidence-based writing.

Research and Media Literacy

- Establish a focused research question or argument and distinguish it from competing claims.
- Extract and evaluate key information from sources using appropriate search strategies and text features.
- Analyze and compare how authors present similar themes or arguments across multiple texts.
- Combine visual and textual elements (e.g., data, charts, graphics) to enhance comprehension and communication.
- Present findings clearly and logically, anticipating and addressing audience misconceptions.

- Accurately integrate and cite information from outside sources while avoiding plagiarism.

Speaking and Listening

- Participate actively in individual, group, and teacher-led discussions.
- Express ideas clearly, persuasively, and with purpose.
- Pose and respond to questions to deepen understanding and extend conversation.
- Reflect on, evaluate, and build upon peers' contributions in a discussion.

Language

- Use language purposefully to enhance meaning and style in writing and speech.
- Apply knowledge of grammar and conventions to various communication contexts.
- Consult discipline-specific style guides (e.g., MLA, APA) when drafting and editing work.
- Analyze how language functions in different contexts to improve comprehension and communication.

Problem-Based and Test-Preparation Skills

- Engage in authentic, open-ended learning tasks that require collaboration, critical thinking, and problem-solving.
- Apply effective strategies to prepare for and perform well on standardized assessments.

Reading Literature: Specific Skills

- Analyze both explicit and implicit meaning in literary texts.
- Identify and evaluate complex character traits, motivations, and relationships.
- Examine how character interactions influence plot development.
- Assess the impact of key events and relationships on narrative structure.
- Make meaningful personal, literary, and global connections to texts.

Reading Informational Text: Specific Skills

- Identify connections among ideas, events, and concepts in nonfiction texts.
- Analyze the sequencing, structure, and purpose behind how information is presented.
- Interpret cultural perspectives and points of view, especially those outside a U.S. context.
- Understand how cultural context shapes meaning and interpretation.

Writing: Specific Skills

- Plan and structure writing to match the task, audience, and purpose.
- Write regularly over short and extended time frames for a variety of purposes.
- Manage and complete long-term research projects, incorporating multiple stages of reflection and revision.
- Integrate short-term research into broader writing tasks or projects.

Speaking and Listening: Specific Skills

- Engage constructively in academic conversations.
- Clarify and deepen understanding through purposeful questioning.
- Connect peer responses to broader ideas and themes in discussion.
- Reflect critically on peer contributions and provide thoughtful feedback.

Language: Specific Skills

- Use language strategically to suit different communication contexts.
- Make intentional choices in word use and sentence structure to clarify tone and meaning.
- Deepen comprehension by analyzing how language shapes meaning in written and spoken forms.
- Follow and apply guidelines from appropriate style manuals during the writing process.

Enduring Understandings:

Students will understand that:

- Developing empathy through others' perspectives fosters global citizenship and deeper understanding of human experiences.
- Personal choices have direct and indirect consequences that affect both the individual and others.
- Stories, myths, and traditions play a vital role in preserving and shaping cultural identities over time.

Essential Questions:

- What defines the qualities of a hero, and how can we relate those traits to our own lives?
- How do our decisions shape our lives and the lives of those around us?
- Why is it essential to preserve and share the stories and traditions of everyday people?

Instructional Plan

Suggested Activities

- Greek God and Goddess Group Research Gallery Walk Presentation Project with Assessment
- Do Now Logs
- Free Writing
- *The Iliad* by Homer (prequel to *The Iliad*)
- The Odyssey film clips
- “My Personal Odyssey” Final Project
- Commonlit.org articles focused on heroes in the real world (non-fiction pieces) with a focus on current events, historical connections to modern events and those who have overcome oppression. (Articles chosen should have an emphasis on real world heroes and their connection to fictional hero archetypes)
- Diversity and Inclusion / Asian Americans and Pacific Islanders
- RACE for prose constructed response
- Evidence based essay writing

Resources/Texts

Instructional Materials

Required Anchor Texts:

MyPerspectives Grade 9 textbook

- *Suggested supplemental reads from Unit 5 Journeys of Transformation:*
 - Launch Text: Explanatory Model - “Gone and Back Again: A Traveler’s Advice” pg. 546
 - Interview”: from “The Hero’s Adventure,” from “The Power of Myth” by Joseph Campbell and Bill Moyers

Required Trade Books:

The Odyssey

Supplemental Materials

Optional Book Club/Paired Reading:

The House on Mango Street
The Glass Sentence
Slaughterhouse Five

➤ High frequency/academic vocabulary study ➤ Narrative writing tasks using author's style as a model ➤ Related selections ➤ Summarizing ➤ Synthesis writing making use of both fiction and non-fiction short readings addressing modern and historical topics as well as current events. ○ Diversity and Inclusion/ Asian Americans and Pacific Islanders ➤ Center/Chat Station Activities ➤ Independent/Student selected reading assignments and related projects ➤ Maintain writing portfolios to go home each Marking Period	Additional suggested supplemental reading: "Mythology Meets Modern" article Gods/Goddesses thorough research Article "Greek Society" by Mark Cartwright, CommonLit.org "Where I'm From" by Misa Suguira CL <u>Intervention Materials</u> Resources: Literary nonfiction Companion Pieces Multimedia enhancements including related film and audio Use chromebooks to access online resources such as audiobooks, www.teachertube.com, etc. Upfront magazine Assorted non-fiction articles and literary non-fiction pieces Non-fiction ancillary materials Websites Online resources CommonLit
Formative Assessments: ➤ Entrance/exit cards ➤ Kahoot ➤ Student journals ➤ Graphic organizers ➤ Facilitation grid ➤ Study guides/synthesize through questioning ➤ Teacher observation ➤ Temperature gauges ➤ Class discussion ➤ 6 + 1 holistic grading rubric ➤ Conferencing ➤ PARCC Rubric ➤ Peer Evaluation ➤ Do Nows ➤ Writing Portfolio reflection and revisions ➤ Use some form of writing daily and express understanding of the following: argument, open-ended writing and poetry, and journaling Summative Assessments : ➤ End of Unit Assessment ➤ Projects/Collaborative Assessments ➤ Literature Circles/Socratic Circles	

- Final Exam
- Student Argument Presentations
- Literary Analysis Essay(s)
- Research Paper
- SGO Pre, Post, and Progress Monitoring Assessment
- Compare/contrast using film clips

Benchmark Assessments:

- Link-it! Benchmarks 1, 2, and 3

Common Writing Assessments :

- Argumentative Writing: You have read two book excerpts and a poem showing characters' first impressions of each other and how those impressions can affect a character's subsequent actions.
 - Required Readings:
 - "Excerpt from *A Princess of Mars*"
 - "Excerpt from *Pride and Prejudice*"
 - "Prom inVersed"
- Informative Writing: In "Why the United States Needs a Panamanian Canal," "Henry Flagler's Overseas Railroad," and "Excerpt from 'The Railroad Over the Ocean Surf,'" the authors support the idea that making transportation of people and goods easier can be of benefit to both people and the United States economy.
 - Required Readings:
 - "Why the United States Needs a Panamanian Canal"
 - "Henry Flagler's Overseas Railroad"
 - "Excerpt from 'The Railroad Over the Ocean Surf'"
- Narrative Writing: Write an original scene from a play or a short story in which you use characters' expectations and confusion to develop the plot. Use "Excerpt from *The Comedy of Errors*" and "First Impression" as inspiration for your story, but be careful not to copy the plot of either.
 - Required Readings:
 - "Excerpt from *The Comedy of Errors*"
 - "First Impression"

Alternative Assessments:

- Independent Novel Study
- Student choice/option assessment
- Student TED Talk
- Unit Project

Performance Tasks:

- Extended Writing Project: Narrative
- *Of Mice and Men* Research Project
- Socratic Seminar
- Literary Analysis
- *The House on Mango Street* - "Write your own vignettes"

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Supplemental Resources:

LGBTQ and Individuals with Disabilities Resources

New Jersey Legislation [C.18A:35-4.35](#)

LGBTQ+ and Individuals with Disabilities resources and critical thinking exercises to incorporate where appropriate.

- Address and discuss whose voice is missing from texts/documents/visual/media representations and materials used in class.
- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Explore the impact that race, religion, gender, sexual identity, and disability, have on an individual's rights.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.

General ELA Resources

Reading

- 9th and 10th Grade Close Reading Units
- Developing Core Proficiencies from Engage New York
- Analyzing Famous Speeches as Arguments
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- Planning to Assess. How to Align Your Instruction
- Close Reading of Literary Texts
- UDL Resources

Writing & Language

- Developing Persuasive Arguments Through Ethical Inquiry. Two Prewriting Strategies
- Spend a Day in My Shoes. Exploring the Role of Perspective in Narrative
- PARCC Scoring Rubric for Prose Constructed Response Items
- Purdue Online Writing Lab
- Vocabulary Graphic Organizer
- ELA Grade 9 Language Conventions
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Speaking & Listening

- ELA Grade 9 Speaking & Listening
- Conver-Stations. A Discussion Strategy
- Using Debate to Develop Thinking and Speaking
- Analyzing Famous Speeches as Arguments
- For Argument's Sake. Playing "Devil's Advocate" with Non Fiction Texts
- The Pros and Cons of Discussion
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Critical Thinking

- Assessing Cultural Relevance. Exploring Personal Connections to a Text
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- How to Encourage Higher Order Thinking
- Bloom's Taxonomy & Depth of Knowledge

Additional Resources:

- Notice and Note Signposts
- Commonlit.org
- Readworks.org
- Newsela.com
- Noredink.com
- Asterisk denotes required text of study (class sets of each).
- MyPerspectives Grade 9 textbook
- In-text vocabulary should be incorporated into every unit. Word journals and various other activities should be utilized by the instructor to teach vocabulary.

- Teachers may want to use film representation to strengthen understanding of historical times and will make connections to contemporary time periods and recessions.
- In this unit, a research assignment may be assigned and completed according to the individual teachers' scope and sequence of course curriculum. **The research paper is a requirement in grades 9 - 12.**

Ocean Academy Charter School SCHOOL DISTRICT
Unit 3 Overview

Content Area: English Language Arts

Unit Title: Appearance vs. Reality

Duration: 20 Days

Target Course/Grade Level: 9th Grade/*Romeo & Juliet*

Introduction:

In this unit, students will explore how appearances can sometimes be deceiving and differ from reality. They will examine the structure of a tragedy by completing plot diagrams and graphic organizers to better understand key events and story development.

Students will engage with the text through a variety of activities, including listening to an audio version, watching film clips, and participating in role play to bring the characters and scenes to life.

As part of their formal analysis, students will practice citing textual evidence correctly and making connections between texts, themselves, and the world (text-to-text, text-to-self, and text-to-world). They will also conduct character analyses to deepen their understanding of motivations and relationships.

To connect literature with history, students may research the Renaissance period and explore how social and cultural conditions from that era relate to life in the 21st century. As a creative project, students might adapt and perform a modern interpretation of one act, presenting their version to the class.

Throughout the unit, students will identify and analyze literary devices that enhance the meaning and impact of the play.

Differentiated assessments will provide varied ways for students to demonstrate their learning. These may include writing poetry or letters, creating songs or raps about characters, developing timelines, making character maps detailing traits and behaviors, producing newspapers that reflect the time period of *Romeo and Juliet*, or imagining changes to the play's plot and explaining how those changes would affect the outcome. Students will also compare and contrast events from the 16th century with those of today.

Literature circles involving the required text, along with independent reading, will be used for group formative assessments focused on each act, encouraging collaboration and discussion.

Unit Focus/Content Statements:

Students will study the structure and key elements of a tragedy. They will also analyze literature by comparing different texts to understand how a theme is developed and shown throughout the story.

Disciplinary Concepts for the Unit:

Career Readiness, Life Literacies and Key Skills

Computer Science and Design-Interaction of Technology and Humans:

NJSLS Social Studies

Standard 9.1

Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2

Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4

Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1

Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2

Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen

bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

3.The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

Primary interdisciplinary connections: Social Studies, Career Readiness, Life Literacies and Key Skills, Computer Design.

21st century themes:

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

New Jersey Student Learning Standards-ELA

Grade 9 - 10 2023 ELA Standards and Practices

FOCUS STANDARDS

READING DOMAIN

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant

RL.CR.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

Ocean Academy Charter High School
Curriculum Guide
Grade 9

connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.CR.9-10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion
CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text. Amistad/Holocaust/LGBTQ/Diversity and Inclusion
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	RL.PP. 9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. RL.PP. 9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. Amistad/Holocaust/LGBTQ/Diversity and Inclusion
(CT) Comparison of Texts: By the end of grade 12, 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	RI.CT.9-10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion
WRITING DOMAIN	
(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events	W.NW.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Ocean Academy Charter High School
Curriculum Guide
Grade 9

using effective technique, well-chosen details, and well-structured event sequences.	➤ Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. ➤ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ➤ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ➤ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ➤ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. on literary or nonfiction informational texts to support analysis, reflection, and research.
(WR) Writing Research: By the end of grade 12, 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.	W.WR.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	W.SE.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LANGUAGE DOMAIN	
(SS) System and Structure of Language: By the end of grade	L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

Ocean Academy Charter High School
Curriculum Guide
Grade 9

12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	➤ Use parallel structure. ➤ Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ➤ Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ➤ Use a colon to introduce a list or quotation. ➤ Recognize spelling conventions.
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.	L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. ➤ Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. ➤ Vary word choice and sentence structure to demonstrate an understanding of the influence of language. ➤ Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies. ➤ Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ➤ Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). ➤ 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). ➤ Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. ➤ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.	L.VI.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. ➤ Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. ➤ Analyze nuances in the meaning of words with similar denotations. ➤ 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; how the language of a court opinion differs from that of a newspaper).
SPEAKING AND LISTENING DOMAIN	
(PE) Participate Effectively: By the end of grade 12, 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.	SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ➤ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ➤ Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. ➤ Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. ➤ Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
(ES) Evaluate Speakers: By the	SL.ES.9-10.3. Evaluate a speaker's point of view, reasoning,

Ocean Academy Charter High School
Curriculum Guide
Grade 9

end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
(PI) Present Information: By the end of grade 12, 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.	SL.PI.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.UM.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
New Jersey Student Learning Standards: Interdisciplinary Connections	
<u>2020 NJSLS Social Studies</u> Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations). Amistad/LGBTQ/Diversity and Inclusion
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation Career Readiness, Life Literacies, and Key Skills Practices Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Critical Thinking and Problem Solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and

Ocean Academy Charter High School
Curriculum Guide
Grade 9

	determine the strategies that contribute to effective outcomes.
Information and Media Literacy	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
Technology Literacy	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impacts of Computing	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Interaction of Technology and Humans	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
Ethics and Culture	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately. 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.

Knowledge and Skills

Unit Learning Targets / Objectives:

Research and Information Literacy

- Locate and gather relevant information from diverse print and digital sources.
- Assess the origin, reliability, and accuracy of sources.
- Conduct research into the historical regulation of the theater in London between 1570 and 1640.
- Establish and refine a clear thesis or research question suitable for a defined task and audience.
- Synthesize information from multiple credible sources to construct a well-supported argument or explanation.
- Select an appropriate format, structure, and tone based on topic, purpose, and audience.
- Accurately paraphrase, summarize, and cite information to avoid plagiarism.
- Use technology effectively to create, revise, and share written work.

Reading and Literary Analysis

- Interpret both explicit and implicit meanings in texts.
- Identify and explain central ideas or themes, and support them with textual evidence.
- Analyze character traits, motivations, and development in both fiction and nonfiction.
- Evaluate how character interactions influence the plot.
- Make text-to-text, text-to-self, and text-to-world connections.
- Determine the meanings of words and phrases, including figurative and connotative meanings.
- Analyze the impact of word choices on tone and meaning.
- Identify, interpret, and examine key literary elements, including:
 - *Paradox, hyperbole, simile, metaphor, aside, soliloquy, dramatic irony, characterization, comic relief, epithet, oxymoron, conflict, foreshadowing, foil, tone, rising action, pun.*
- Evaluate simple and complex relationships and their impact on plot development.

- Identify themes across multiple texts.

Shakespeare and Cultural Connections

- Relate Shakespearean themes and ideas to contemporary culture and student experiences.
- Analyze the consequences of the family feud in *Romeo and Juliet*.
- Design and present an original dramatic scene to demonstrate understanding of dramatic structure and character.

Writing and Composition

- Develop a focused thesis aligned with task and audience.
- Organize ideas logically and use transitions to clarify relationships between concepts.
- Select precise language and vary sentence structure for clarity and engagement.
- Demonstrate proficiency in grammar, punctuation, and mechanics.
- Assess and revise writing to improve clarity, coherence, and effectiveness.
- Write routinely for both short- and long-term tasks across various purposes and audiences.
- Plan and manage extended writing and research projects with reflection and revision incorporated.

Speaking and Listening

- Participate actively in one-on-one, group, and teacher-led discussions.
- Clearly and persuasively articulate ideas.
- Ask relevant questions to extend discussion and deepen understanding.
- Listen critically, evaluate peer contributions, and respond constructively.

Language and Conventions

- Understand how language functions in different contexts and make effective choices for meaning and style.

- Apply grammar and usage conventions consistently in writing and speech.
- Use language to enhance comprehension in reading, listening, and speaking.
- Reference appropriate style manuals for discipline-specific writing and editing.

Research and Media Skills

- Develop a strong claim and distinguish it from opposing viewpoints.
- Evaluate reasoning and evidence in support of arguments or explanations.
- Extract and organize key ideas efficiently using text features and online search strategies.
- Integrate text with visual elements such as charts, maps, or graphs to deepen understanding.
- Compare how different authors approach similar topics using varying perspectives or rhetorical styles.
- Present findings clearly and concisely, using accurate, relevant details and evidence.
- Recognize and address counterclaims appropriately while reinforcing original arguments.
- Ensure logical coherence and clarity in the organization of complex content.

Enduring Understandings:

Students will understand that:

- Poetry expresses a range of human emotions and universal experiences.
- Themes and dilemmas explored in historical texts remain relevant in modern society.
- Individuals and creatures may respond differently to challenges, with outcomes shaped by character, context, and circumstance.

Essential Questions:

- What is the true nature of Romeo and Juliet's situation, and how is it shaped by their families' conflict?
- Is there anything worth sacrificing your life for?
- To what extent does fate influence our lives?

- How do humans and animals respond to adversity, and what factors affect their resilience?

Instructional Plan

Suggested Activities	Resources/Texts
➤ Romeo and Juliet Webquest ➤ “Shakespeare in the Classroom” informative video with viewing guide ➤ Writing a Sonnet ➤ “Queen Mab” Literary Analysis and Visual Interpretation ➤ Constructed Responses ➤ Do Now Logs ➤ Free Writing ➤ Romeo & Juliet (film clips) directed by Franco Zeffirelli, 1968 ➤ Romeo & Juliet (film clips) directed by Baz Luhrmann, 1996 ➤ Romeo & Juliet (film clips) directed by Carlo Carlei, 2013 ➤ RACE for prose constructed response ➤ Evidence based essay writing ➤ Commonlit.org articles focused on expectations and reality (non-fiction pieces) with a focus on current events, historical connections to modern events and those who have overcome oppression. (Articles chosen should have an emphasis on discussion about expectations and personal accountability) ○ Amistad/LGBTQ/Diversity and Inclusion ➤ Synthesis writing making use of both fiction and non-fiction short readings addressing modern and historical topics as well as current events. ○ Amistad/LGBTQ/Diversity and Inclusion	<u>Instructional Materials</u> Required Anchor Texts: 366-478 Romeo & Juliet ➤ <i>Suggested supplemental reads from Unit 4</i> <i>Star-Crossed Romances:</i> ○ <i>Literary Criticism</i> pgs. 506-508 ○ Nonfiction read “What’s the Rush/: Young Brains Cause Doomed Love” by Lexi Tucker Required Trade Books: N/A Supplemental Materials: Optional Book Club/Paired Reading: Darius & Twig “Sadie and Maud” by Gwendolyn Brooks CL “The Mortician in San Francisco” by Randall Mann <u>Intervention Resources</u> Resources: Literary nonfiction Companion Pieces Multimedia enhancements including related film and audio Use chromebooks to access online resources such as audiobooks, www.teachertube.com, etc. Upfront magazine Assorted non-fiction articles and literary non-fiction pieces Non-fiction ancillary materials Online resources CommonLit
Formative Assessments: ➤ Teacher observation ➤ Class discussion ➤ Facilitation grids ➤ Student/Teacher Conferencing ➤ Graphic organizers	

- Study guides/synthesize through questioning
- 6+1 holistic grading rubric •Peer Evaluation
- NJSLA rubrics
- Writing Portfolio reflection and revision
- Do Nows

Summative Assessments

- Excerpt analysis
- Compare/contrast using film clips
- Read authentic text and summarize using in-text citations
- Create plot diagrams
- Take quizzes
- SGO Pre, Post, and Progress Monitoring Assessments
- Incorporate vocabulary in all aspects of writing
- Participate in Literature Circles
- Speculate on the motives and purposes for the writing through author's chair
- Use some form of writing daily, and express understanding of the following: expository, argumentative, open-ended writing and poetry

Benchmark Assessments:

- Link-it! Benchmarks 1, 2, and 3

Common Writing Assessments :

- Argumentative Writing: You have read two book excerpts and a poem showing characters' first impressions of each other and how those impressions can affect a character's subsequent actions.
 - Required Readings:
 - "Excerpt from *A Princess of Mars*"
 - "Excerpt from *Pride and Prejudice*"
 - "Prom inVersed"
- Informative Writing: In "Why the United States Needs a Panamanian Canal," "Henry Flagler's Overseas Railroad," and "Excerpt from 'The Railroad Over the Ocean Surf,'" the authors support the idea that making transportation of people and goods easier can be of benefit to both people and the United States economy.
 - Required Readings:
 - "Why the United States Needs a Panamanian Canal"
 - "Henry Flagler's Overseas Railroad"
 - "Excerpt from 'The Railroad Over the Ocean Surf'"
- Narrative Writing: Write an original scene from a play or a short story in which you use characters' expectations and confusion to develop the plot. Use "Excerpt from *The Comedy of Errors*" and "First Impression" as inspiration for your story, but be careful not to copy the plot of either.
 - Required Readings:
 - "Excerpt from *The Comedy of Errors*"
 - "First Impression"

Alternative Assessments:

- Student choice/option assessment
- Student TED Talk
- Unit Project
- <https://hammerprofolio.wordpress.com/romeo-and-juliet-multiple-assessments/>

Performance Task Options:

- <https://cbindschadler.weebly.com/romeo-and-juliet-the-remake-performance-assessment.html>
- <https://www.cbsd.org/cms/lib07/PA01916442/Centricity/Domain/1611/Romeo%20and%20Juliet%20Performace%20Assessment.pdf>
- <https://teachingshakespeareblog.folger.edu/2014/08/14/shakespeare-and-performance-based-assessment/>

Differentiation & Inclusive Support Strategies

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

LGBTQ and Individuals with Disabilities Resources

New Jersey Legislation [C.18A:35-4.35](#)

LGBTQ+ and Individuals with Disabilities resources and critical thinking exercises to incorporate where appropriate.

- Address and discuss whose voice is missing from texts/documents/visual/media representations and materials used in class.
- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the **LGBTQ** community where appropriate.
- Explore the impact that race, religion, gender, sexual identity, and disability, have on an individual's rights.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.

General ELA Resources

Reading

- 9th and 10th Grade Close Reading Units
- Developing Core Proficiencies from Engage New York
- Analyzing Famous Speeches as Arguments
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- Planning to Assess. How to Align Your Instruction
- Close Reading of Literary Texts
- UDL Resources

Writing & Language

- Developing Persuasive Arguments Through Ethical Inquiry. Two Prewriting Strategies
- Spend a Day in My Shoes. Exploring the Role of Perspective in Narrative
- PARCC Scoring Rubric for Prose Constructed Response Items
- Purdue Online Writing Lab
- Vocabulary Graphic Organizer
- ELA Grade 9 Language Conventions
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Speaking & Listening

- ELA Grade 9 Speaking & Listening
- Conver-Stations. A Discussion Strategy
- Using Debate to Develop Thinking and Speaking
- Analyzing Famous Speeches as Arguments
- For Argument's Sake. Playing "Devil's Advocate" with Non Fiction Texts
- The Pros and Cons of Discussion
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Critical Thinking

- Assessing Cultural Relevance. Exploring Personal Connections to a Text

Ocean Academy Charter High School
Curriculum Guide
Grade 9

- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- How to Encourage Higher Order Thinking
- Bloom's Taxonomy & Depth of Knowledge

Additional Resources:

- Notice and Note Signposts
- Commonlit.org
- Readworks.org
- Newsela.com
- Noredink.com
- Asterisk denotes required text of study (class sets of each).
- MyPerspectives Grade 9 textbook
- In-text vocabulary should be incorporated into every unit. Word journals and various other activities should be utilized by the instructor to teach vocabulary.
- Teachers may want to use film representation to strengthen understanding of historical times and will make connections to contemporary time periods and recessions.
- In this unit, a research assignment may be assigned and completed according to the individual teachers' scope and sequence of course curriculum. **The research paper is a requirement in grades 9 - 12.**

Ocean Academy Charter School SCHOOL DISTRICT [Back to Top](#)
Unit 4 Overview

Content Area: English Language Arts

Unit Title: Short Stories/Grade 9

Duration: 20 Days

Target Course/Grade Level: 9th Grade/Short Stories

Introduction:

In this unit, students will deepen their understanding of themselves while exploring key literary elements and plot structure. They will analyze texts closely and use what they learn to create original fictional works that demonstrate their grasp of irony and ambiguity.

Students will participate in a variety of activities, such as researching the background of an author, writing about a prized possession, and composing "I Am" poems to express personal identity. They will also engage in creative writing projects, including an alternate ending to The Most Dangerous Game.

Throughout the unit, students will develop their analytical skills by writing paragraphs and essays that incorporate properly cited quotes. These writing assignments will focus on identifying literary devices, explaining how these devices function in the text, and applying them in their own creative pieces.

Unit Focus/Content Statements:

The short story unit offers students many opportunities to connect what they read to other texts, the world around them, and their own personal experiences. Throughout the unit, students will develop research skills by investigating the background of authors and examining how an author's life and experiences can influence the themes and ideas in their stories.

Students will engage in a variety of writing activities, including creative writing tasks that allow them to express their own ideas, as well as literary analysis assignments that help them think critically about the texts. They will learn to identify and explain key themes within the short stories and understand the author's purpose behind their work.

For example, in *The Most Dangerous Game*, students will explore the theme of the hunter versus the hunted. This story reflects ideas from Darwin's Theory of Natural Selection, showing how survival depends on traits that help an organism adapt and survive by chance. Through this story and others, students will examine how authors use storytelling to explore complex ideas about life, survival, and human nature.

By the end of the unit, students will have improved their ability to analyze literature, make meaningful connections, and express their understanding through both creative and analytical writing.

Disciplinary Concepts for the Unit:

Career Readiness, Life Literacies and Key Skills

Computer Science and Design-Interaction of Technology and Humans
NJSL Social Studies

Standard 9.1

Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2

Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4

Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1

Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2

Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

Primary interdisciplinary connections: Social Studies, Life Literacies and Key Skills, Computer Design.

21st century themes:

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

New Jersey Student Learning Standards-ELA
Grade 9 - 10 2023 ELA Standards and Practices

FOCUS STANDARDS

READING DOMAIN

(CR) Close Reading of Text: By the end of grade 12, 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.

RL.CR.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
RI.CR.9-10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion

CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

Amistad/Holocaust/LGBTQ/Diversity and Inclusion

(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

RL.PP. 9-10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.PP. 9-10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from

Ocean Academy Charter High School
Curriculum Guide
Grade 9

	outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. Amistad/Holocaust/LGBTQ/Diversity and Inclusion
(CT) Comparison of Texts: By the end of grade 12, 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	RI.CT.9-10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion
WRITING DOMAIN	
(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. ➤ Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ➤ Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. ➤ Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ➤ Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ➤ Provide a concluding paragraph or section that supports the argument presented.
(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through	W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Ocean Academy Charter High School
Curriculum Guide
Grade 9

the effective selection, organization, and analysis of content.	➤ Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. ➤ Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ➤ Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ➤ Use precise language and domain-specific vocabulary to manage the complexity of the topic. ➤ Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ➤ Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.NW.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ➤ Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. ➤ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ➤ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ➤ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ➤ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing,	W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting

Ocean Academy Charter High School
Curriculum Guide
Grade 9

rewriting, and publishing.	a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. on literary or nonfiction informational texts to support analysis, reflection, and research.
(WR) Writing Research: By the end of grade 12, 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.	W.WR.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	W.SE.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LANGUAGE DOMAIN	
(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking. ➤ Use parallel structure. ➤ Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ➤ Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ➤ Use a colon to introduce a list or quotation. ➤ Recognize spelling conventions
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.	L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. ➤ Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. ➤ Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Ocean Academy Charter High School
Curriculum Guide
Grade 9

	➤ Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies. ➤ Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ➤ Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). ➤ 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). ➤ Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. ➤ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.	L.VI.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. ➤ Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. ➤ Analyze nuances in the meaning of words with similar denotations. ➤ 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; how the language of a court opinion differs from that of a newspaper).
SPEAKING AND LISTENING DOMAIN	
(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others'	SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Ocean Academy Charter High School
Curriculum Guide
Grade 9

ideas and expressing their own clearly and persuasively.	➤ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ➤ Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. ➤ Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. ➤ Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.ES.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
(PI) Present Information: By the end of grade 12, 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.	SL.PI.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.UM.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Ocean Academy Charter High School
Curriculum Guide
Grade 9

AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change/Asian Americans and Pacific Islanders
INTERDISCIPLINARY CONNECTIONS	
<u>2020 NJSLS Science Core Ideas</u>	<u>Performance Expectations (Identified with Standard Number and statement)</u>
HS-LS4-2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
<u>2020 NJSLS Social Studies Core Ideas</u>	<u>Performance Expectations (Identified with Standard Number and statement)</u>
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. Amistad/Diversity and Inclusion
	6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
Complex interacting factors influence people's perspective.	6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds
<u>Core Ideas</u>	<u>Performance Expectations (Identified with Standard Number and statement)</u>
9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation	

Career Readiness, Life Literacies, and Key Skills Practices Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Critical Thinking and Problem Solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
Information and Media Literacy	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
Technology Literacy	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impacts of Computing	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans	8.2.2.ITH.3: Identify how technology impacts or improves life.
Ethics and Culture	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately. 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.

Additional Resources:

- Notice and Note Signposts
- Commonlit.org
- Readworks.org
- Newsela.com
- Noredink.com
- Asterisk denotes required text of study (class sets of each).
- MyPerspectives Grade 9 textbook recently purchased - training set to take place in Fall 2019.
- In-text vocabulary should be incorporated into every unit. Word journals and various other activities should be utilized by the instructor to teach vocabulary.
- Teachers may want to use film representation to strengthen understanding of historical times and will make connections to contemporary time periods and recessions.
- In this unit, a research assignment may be assigned and completed according to the individual teachers' scope and sequence of course curriculum. **The research paper is a requirement in grades 9 - 12.**

Knowledge and Skills

Unit Learning Targets / Objectives:

Research and Media Literacy

- Locate and evaluate information from diverse print and digital sources.
- Determine the origin, credibility, and reliability of sources.
- Establish and refine a clear thesis or research question tailored to purpose and audience.

- Gather, analyze, and synthesize information from multiple relevant sources.
- Distinguish between substantive claims and opposing viewpoints.
- Use visual and textual elements (charts, maps, diagrams, etc.) to enhance understanding.
- Extract key ideas using text features and digital search techniques.
- Evaluate the reasoning, evidence, and rhetorical strategies in arguments.
- Acknowledge and address competing perspectives in written and oral work.
- Accurately represent and cite evidence to support claims and avoid plagiarism.
- Communicate research findings clearly, concisely, and logically.

Reading Literature

- Analyze explicit and implicit meanings in literary texts.
- Summarize key ideas and themes with accuracy and brevity.
- Identify and interpret figurative language and literary elements (e.g., metaphor, irony, soliloquy, conflict, tone, foreshadowing, comic relief).
- Examine character traits, motivations, and development through actions, dialogue, and interactions.
- Compare and contrast themes and characters across multiple texts.
- Evaluate the influence of setting, character interactions, and events on plot development.
- Make text-to-text, text-to-self, and text-to-world connections.
- Identify and analyze dynamic vs. static characters and conflicting motivations.
- Analyze how word choice affects tone and meaning.

Reading Informational Text

- Identify sequences of ideas or events and their relationships.
- Analyze how ideas are introduced, developed, and connected in informational texts.

- Recognize and explore different cultural perspectives, especially non-U.S. viewpoints.
- Analyze how point of view and cultural context influence content and style.

Writing

- Develop and refine a thesis based on purpose, audience, and task.
- Create well-organized writing that shows logical progression of ideas.
- Choose precise language and varied sentence structure for clarity and cohesion.
- Demonstrate mastery of grammar, usage, and mechanics.
- Reflect on and revise writing to improve clarity and effectiveness.
- Write routinely for different purposes and time frames.
- Manage long-term writing projects that include research and revision.
- Use technology effectively to produce, revise, and share writing.

Speaking and Listening

- Engage effectively in individual, group, and teacher-led discussions.
- Ask clarifying and probing questions to advance understanding.
- Respond constructively to peers' contributions and build on others' ideas.
- Clearly and persuasively articulate ideas in discussions.
- Analyze complex spoken information and identify main ideas and supporting details.

Language

- Apply knowledge of language structure and style to shape meaning.
- Understand how language functions in various contexts (spoken and written).
- Use appropriate grammar and mechanics to meet audience and purpose.

- Consult discipline-specific style guides when drafting or editing.

Problem-Based Learning & Application

- Tackle open-ended, real-world problems using inquiry-based learning.
- Complete collaborative, authentic tasks in an interactive environment.
- Apply test-taking strategies for standardized assessments.

Unit Enduring Understandings:

Students will understand that...

- Short stories reflect universal human emotions and experiences.
- Writers from diverse backgrounds explore shared human challenges and questions.
- In the face of adversity, some individuals or creatures persevere, while others do not.

Unit Essential Questions:

- Is anything worth dying for?
- Does fate control our lives?
- How do people and animals respond to adversity?
- What lengths will people go to for survival?

Instructional Plan

Suggested Activities	Resources/Texts
➤ Marigolds” Double Entry Journal - Understanding 5 Elements of Plot and critical analysis ➤ Writing “The Antidote” - creative writing in response to “Poison” using extended metaphor ➤ Commonlit.org articles focused on a historical, social or thematic connection to short stories read in class.	<u>Intervention Materials</u> <i>MyPerspectives Grade 9 textbook</i> Short stories including: “Initiation” “The Gift of the Magi” “Poison” “The Most Dangerous Game” “A Christmas Memory” “The Scarlet Ibis”

○ Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change/Asian Americans and Pacific Islanders ➤ “Point of View Poem ➤ RACE/RATE for constructed response ➤ Evidence based essay writing ➤ Synthesis writing making use of both fiction and non-fiction short readings addressing modern and historical topics as well as current events. ○ Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change/Asian Americans and Pacific Islanders ➤ High frequency/academic vocabulary study ➤ Narrative writing tasks using author’s style as a model ➤ Related reading selections ➤ Summarizing ➤ Center/Chat Station Activities ➤ RACE for prose constructed response ➤ Evidence based essay writing ➤ High frequency/academic vocabulary study ➤ Narrative writing tasks using author’s style as a model ➤ Related selections ➤ Summarizing ➤ Center/Chat Station Activities ➤ Independent/Student selected reading assignments and related projects ➤ Maintain writing portfolios to go home each Marking Period	“Marigolds” “Thank You, M’am” Required Trade Book: N/A <u>Intervention Materials</u> Optional Book Club/ Paired Text: “Harvey Milk Lives!” by Thomas Pool “A Matter of Prejudice” by Kate Chopin “Rules of the Game” by Amy Tan “The Third Wave” CL “Harrison Bergeron” by Kurt Vonnegut Resources: Literary nonfiction Companion Pieces Multimedia enhancements including related film and audio Use chromebooks to access online resources such as audiobooks, www.teachertube.com, etc. Upfront magazine Assorted non-fiction articles and literary non-fiction pieces Non-fiction ancillary materials Websites Online resources
Formative Assessments: ➤ Teacher observation ➤ Class discussion ➤ Facilitation grids ➤ Student/Teacher Conferencing ➤ Graphic organizers ➤ Study guides/synthesize through questioning ➤ 6+1 holistic grading rubric ➤ Peer Evaluation ➤ NJSLA rubrics	

- Writing Portfolio reflection and revision
- Do Nows

Summative Assessments

- Excerpt analysis
- Compare/contrast using film clips
- Read authentic text and summarize using in-text citations
- Create plot diagrams
- Take quizzes
- SGO Pre, Post, and Progress Monitoring Assessments
- Incorporate vocabulary in all aspects of writing
- Participate in Literature Circles
- Speculate on the motives and purposes for the writing through author's chair
- Use some form of writing daily, and express understanding of the following: expository, argumentative, open-ended writing and poetry

Benchmark Assessments:

- Link-it! Benchmarks 1, 2, and 3

Common Writing Assessments :

- Argumentative Writing: You have read two book excerpts and a poem showing characters' first impressions of each other and how those impressions can affect a character's subsequent actions.
 - Required Readings:
 - "Excerpt from *A Princess of Mars*"
 - "Excerpt from *Pride and Prejudice*"
 - "Prom inVersed"
- Informative Writing: In "Why the United States Needs a Panamanian Canal," "Henry Flagler's Overseas Railroad," and "Excerpt from 'The Railroad Over the Ocean Surf,'" the authors support the idea that making transportation of people and goods easier can be of benefit to both people and the United States economy.
 - Required Readings:
 - "Why the United States Needs a Panamanian Canal"
 - "Henry Flagler's Overseas Railroad"
 - "Excerpt from 'The Railroad Over the Ocean Surf'"
- Narrative Writing: Write an original scene from a play or a short story in which you use characters' expectations and confusion to develop the plot. Use "Excerpt from *The Comedy of Errors*" and "First Impression" as inspiration for your story, but be careful not to copy the plot of either.
 - Required Readings:
 - "Excerpt from *The Comedy of Errors*"
 - "First Impression"

Alternative Assessments:

- Student choice/option assessment
- Student TED Talk
- Unit Project

Performance Task Options:

- Literary Analysis of “The Most Dangerous Game” - Darwin’s Theory of Natural Selection
- Literary Analysis of “Marigolds” as it applies to the African American experience during The Great Depression -
 - **Amistad , Diversity & Inclusion**
- Literary Analysis of “Thank you, M’am” as it relates to the African American experience during The Great Depression
 - **Amistad , Diversity & Inclusion**

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs

- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Supplemental Resources:

LGBTQ and Individuals with Disabilities Resources
New Jersey Legislation [C.18A:35-4.35](#)

LGBTQ+ and Individuals with Disabilities resources and critical thinking exercises to incorporate where appropriate.

- Address and discuss whose voice is missing from texts/documents/visual/media representations and materials used in class.
- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Explore the impact that race, religion, gender, sexual identity, and disability, have on an individual's rights.
- Investigate the roles and responsibilities of citizenship, including creating positive social change. Additional LGBTQ and Individuals with Disabilities

General ELA Resources

Reading

- 9th and 10th Grade Close Reading Units
- Developing Core Proficiencies from Engage New York
- Analyzing Famous Speeches as Arguments
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- Planning to Assess. How to Align Your Instruction
- Close Reading of Literary Texts
- UDL Resources

Writing & Language

- Developing Persuasive Arguments Through Ethical Inquiry. Two Prewriting Strategies
- Spend a Day in My Shoes. Exploring the Role of Perspective in Narrative
- NJSLA Scoring Rubric for Prose Constructed Response Items
- Purdue Online Writing Lab
- Vocabulary Graphic Organizer
- ELA Grade 9 Language Conventions
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Speaking & Listening

- ELA Grade 9 Speaking & Listening
- Conver-Stations. A Discussion Strategy
- Using Debate to Develop Thinking and Speaking
- Analyzing Famous Speeches as Arguments
- For Argument's Sake. Playing "Devil's Advocate" with Non Fiction Texts
- The Pros and Cons of Discussion
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Critical Thinking

- Assessing Cultural Relevance. Exploring Personal Connections to a Text
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- How to Encourage Higher Order Thinking

- Bloom's Taxonomy & Depth of Knowledge

Additional Resources:

- Notice and Note Signposts
- Commonlit.org
- Readworks.org
- Newsela.com
- Noredink.com
- Asterisk denotes required text of study (class sets of each).
- MyPerspectives Grade 9 textbook
- In-text vocabulary should be incorporated into every unit. Word journals and various other activities should be utilized by the instructor to teach vocabulary.
- Teachers may want to use film representation to strengthen understanding of historical times and will make connections to contemporary time periods and recessions.
- In this unit, a research assignment may be assigned and completed according to the individual teachers' scope and sequence of course curriculum. **The research paper is a requirement in grades 9 - 12.**