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Unit Name: The Rise of the Hero/Anti Hero, Coming of Age

Duration: Unit 3

Essential Questions:

What is an epic?

What is an epic/tragic hero?

What are the conventions of an epic?

What is a Greek myth?

Can you provide examples of Greek gods and goddesses? How are they attached to each other/to nature?

Is Medea culpable for her crimes?

How is the title *The Catcher in the Rye* symbolic?

How can war be fought from within?

How can friends become dependent on each other?

How does *The Catcher in the Rye* relate to our current society?

What social rules must one follow?

How does one develop an effective thesis statement?

Enduring Understandings:

Readers are able to understand the following literary terms: epic, epic hero, epic simile, epithet.

Readers are able to appreciate shared characteristics of literature across cultures.



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Readers are able to interpret the possible influences of historical contexts on a literary work.

Readers are able to recognize and interpret poetic elements like metaphor, simile, and the effect of sound on meaning.

Readers are able to understand and appreciate a classic epic poem.

Readers are able to understand an epic hero.

Readers are able to predict what will happen in an epic poem.

Readers are able to connect historical events to literature.

Readers are able to connect literature to current events.

Relevant Standards: RL.9.1, RL.9.2, RL.9.3, RL.9.7, RL.9.10, W.9.3a., W.9.3b., W.9.3.c., W.9.4, W.9.5, W.9.6, W.9.7, W.9.10, SL.9.1, SL.9.1a., SL.9.1d., SL.9.2, SL.9.6, SL.9.4, SL.9.10, L.9.1, L.9, L.9.1a, L.9.2c., L.9.3, L.9.4, L.9.4b, L.9.5a., L.9.5b.

Core Instruction: Teachers will blend reading, writing, and grammar into *The Odyssey*, *Medea*, *The Catcher in the Rye*, and *A Separate Peace*.

Reading: Genre Literature Greek Tragedy/Epic, Coming of Age/Writing Narrative

- Close reading skills; fluency; analyze how particular elements of epic work together
- Identify characters and roles of each in novels and epic
- Identify moral decisions made by characters
- Recall elements of drama



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- Recognize elements of a Greek tragedy in relation to *Medea*
- Evaluate choices of a tragic hero and connection to consequences
- Discuss central conflict in Holden's life
- Understand the use of flashback
- Identify themes within a novel

Writing: Write a narrative essay relating today's world to Holden's

Elements of an Essay: topic paragraph, 2-3 supporting paragraphs, concluding paragraph (traditional 5 paragraph essay)

Students write a personal narrative essay connecting today's society to a post-war era

- Develop a thesis
- Write well-structured, supporting details
- Write a conclusion that ties thesis to supporting details
- Guidance and support from teachers and peers, develop and strengthen writing: planning, revising, editing with focus on development, organization, style, purpose and audience.
- Engage effectively in a range of collaborative conversations with diverse partners to build one another's ideas and express their own clearly.

Grammar:

- Sentence Structure (simple, compound, complex, compound-complex); independent-dependent clauses; commas (these grammar skills are reinforced in their writing, and students are kept accountable by including these elements in a rubric)
- Demonstrate command of conventions of standard English capitalization
- Demonstrate command of conventions of standard English spelling



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- Clarify meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

Interdisciplinary Connections

Students will consult with history teacher in order to connect today's culture and events to post-World War II's culture and events.

Tier 2 Vocabulary: according, analogy, analysis, analyze, annotate, articulate, assert, audience, authentic, background, characterize, characteristic, chronology, cite, claim, clarify, compose, composition, connect, conclude, conclusion, consequence, consider, convey, correlate, credible, define, depict, determine, develop, emphasize, evaluate, evidence, examine, genre, narrator, notice, objective, observe, opinion, organize, outline, preview, reference, revise, respond, structure, succinct, support, symbolize, transition

Tier 3 Vocabulary: characterization, plot elements, epic, epic hero, epic tragedy, epithet

Core Instructional Materials/Resources/Digital Tools: (i.e., specific textbooks, classroom resources, digital tools, links to websites and videos)

Textbook: *The Odyssey*

Novels: *Medea*, *The Catcher in the Rye*, *A Separate Peace*

21st Century Themes and Skills:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Students will work with partner to research culture and events of post WWII and then compare then to contemporary issues.



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CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

8.1 Educational Technology

8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5

Understand and use technology systems.



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Assessments and Performance Tasks:	<p>Students will read <i>The Odyssey</i> and <i>Medea</i> in order to read and understand elements of an epic and Greek Tragedy</p> <p>Students will read <i>A Separate Peace</i> and <i>The Catcher in the Rye</i> in order to connect the 1950s post World War II to today's society</p> <p>Students will take a test consisting of short answers, extended responses, matching characters to significant quotes, and an essay on <i>The Odyssey</i>.</p> <p>Write a narrative essay.</p>

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics.	Modified Assignments Native Language Translation (peer, online assistive technology, translation)	Pair visual prompts with verbal presentations Ask students to restate information,	Pair visual prompts with verbal presentations Ask students to restate information,



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<p>Encourage creative expression and thinking by allowing students to choose how to approach an assignment.</p> <p>Invite students to explore different points of view on a topic and compare two. Provide opportunities where students are in charge of their learning.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience,</p>	<p>device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary and important information</p> <p>Emphasize critical/key information</p> <p>Use graphic organizers</p> <p>Refer to relevant previously taught or mastered skills</p> <p>Use multiple analogies and examples</p> <p>Provide study guide and notes</p> <p>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p> <p>Consistent, immediate feedback</p> <p>Vocabulary files</p>	<p>directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student request books on tape/CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting Provide oral reminders and check student work during independent work</p>	<p>directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class</p>
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<p>format, topic).</p> <p>Use Higher Level Questioning Techniques that require students to look into causes, experiences, and facts to draw conclusions or make connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</p>	<p>Visual aids</p> <p>show student example/model of any assignment</p> <p>Modify reading required</p> <p>Modify writing required</p>	<p>time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading</p>	<p>setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to</p>
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		<p>criteria for assignments.</p> <p>Modifications for Assessments Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish or accommodations / modifications for assessments.</p>	<p>be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish accommodations / modifications for assessments.</p>
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