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GRADE:

9H

Unit Name: Reading Literature/Writing Literary Essays

Duration: Unit 5

Essential Questions:

What is the definition of courage?

What is flashback?

How can it be used effectively?

How do symbols function in a novel?

How is first person narrative effective?

What are inalienable rights?

What and do to these right apply to?

How can modern invention eventually lead to humankind's downfall?

How can the dark side of human nature reveal itself?

What is a vignette?

What are some social issues we face today?

What is the genre of Science Fiction?

Enduring Understandings:

Readers will understand segregation

Readers will understand theme, symbol, flashback



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Readers will understand relation of title *To Kill A Mockingbird* to content of book

Readers will understand definition of true courage

Readers will understand character

Writers will develop an understanding of modern day issues

Readers will have an understanding of theme

Readers will have a comprehension of literary terms

Readers will understand background information on Ray Bradbury

Writers will develop thesis on themes in literature

Relevant Standards: RL.9.1, RL.9.2, RL.9.3, RL.9.4, RL.9.5, RL.9.6, W.9.3a., W.9.3b., W.9.3.c., W.9.4, W.9.5, W.9.6, W.9.9a, W.9.10, SL.9.1, SL.9.1a., SL.9.1d., SL.9.2, SL.9.6, SL.9.4, 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 *Romeo and Juliet* and Shakespearean sonnets

Reading: Genre Literature/Fiction and Science Fiction

- Understand how a character is developed throughout a story line
- Formulate thesis and support views in relation to “To Kill A Mockingbird”
- Make connections from 1930s to today



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- Apply literary devices to novel
- Comprehension of elements of the short story
- Understand theme of humankind's destruction by modern invention
- Understand theme of the dark side of human nature
- Describe the elements of Science Fiction

Writing: Developing a thesis, writing an analytical literary essay, writing a sonnet

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

Students write a literary essay in response to theme of fate in *Romeo and Juliet*

- Formulate a clear thesis statement
- Brainstorm to develop ideas
- Demonstrate understanding of thesis and be able to prove the statement
- Develop clear topic sentences
- Develop strong body paragraphs
- Determine clear and strong sources
- Develop clear introductions and conclusions
- Understand the function of parallel structure
- Identify and repair fragmented and run-on sentences
- Utilize information and develop a strong essay
- Become familiar with many new words for vocabulary building

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



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- Demonstrate command of conventions of standard English spelling
- 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 work with history teachers in order to connect literature to The Great Depression

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

Tier 3 Vocabulary: symbol, narrative, flashback, characterization, science fiction, vignette

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

Novels: *To Kill a Mockingbird*, *The Illustrated Man*

21st Century Themes and Skills:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Students will work in groups to use Chromebooks to research and understand life during the Great



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<p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>Depression in the deep south.</p>
<p>8.1 Educational Technology</p> <p>8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5</p>	<p>Understand and use technology systems.</p>



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Assessments and Performance Tasks:	<p>Students will write literary essay on <i>To Kill a Mockingbird</i></p> <p>Students will take two tests on part one and part two of <i>To Kill a Mockingbird</i>, consisting of quotes, character identification, true and false, and essays.</p> <p>Students will take a test on <i>Illustrated Man</i> consisting of quotes, character identification, true and false, and essays.</p>

Differentiation/Accommodations/Modifications

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



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<p>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, format, topic).</p> <p>Use Higher Level Questioning</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>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 time</p> <p>Assist student with long and short</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 setting</p>
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<p>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>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 criteria for assignments.</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 be submitted in phases.</p>
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		<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>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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