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## Cliffside Park Public Schools

**GRADE:**

**9H**

**Unit Name: Unit 3 Reading Literature/Writing Literary Essays**

**Duration: 2 Months**

**Essential Questions:**

What are the central themes in *The Catcher in the Rye* and *A Separate Peace*?

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

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

What was life like during the 1950's?

What conflicts do Holden, Gene and Phineas encounter?

How can a war be fought from within?

**Enduring Understandings:**

Students will be able to identify symbolism and understand how it functions in the novel.

Readers will have an understanding of life in the 1950's.

Readers will understand themes of isolation and innocence.

Readers will apply past society to current society.



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## Focus of Standards

<p><b>Skills:</b> <b>Reading</b></p> <ul style="list-style-type: none"><li>● Analyzing complex characters</li><li>● Using text evidence to validate opinions</li><li>● Close reading</li><li>● Fluency and comprehension</li><li>● Identify moral decisions made by characters</li><li>● analyze how particular elements of novel work together</li><li>● Evaluate choices of a tragic hero and connection to consequences</li><li>● Discuss central conflict</li><li>● Understand the use of flashback</li><li>● Identify themes within a novel</li><li>● Trace character development</li><li>● Engaging in discussions</li><li>● Monitoring and repairing comprehension</li><li>● Making inferences</li><li>● Synthesizing</li><li>● Determining importance of historical/cultural contexts within</li></ul>	<p><b>Assessments:</b> <b>Summative</b></p> <ul style="list-style-type: none"><li>● Guided reading questions</li><li>● Reader's and Writer's Notebook</li><li>● Quizzes</li><li>● Tests</li><li>● Essays</li><li>● Vocabulary Quiz</li><li>● Short-constructed responses</li><li>● Research paper</li><li>● Literary Analysis</li><li>● Argumentative Essay</li><li>● Group project</li></ul> <p><b>Formative</b></p> <ul style="list-style-type: none"><li>● Conference questions</li><li>● Do Now</li><li>● Turn and Talk</li><li>● Summaries</li><li>● Observation of group work</li></ul> <p><b>Benchmark Assessments</b> (fall, winter, spring)</p>	<p><b>Resources:</b></p> <p><b>The Language of Literature Textbook</b></p> <ul style="list-style-type: none"><li>● "Young" by Anne Sexton</li><li>● "Hanging Fire" by Audre Lorde</li><li>● "The Beginning of Something" by Sue Ellen Bridges</li></ul> <p><b>Classroom Novels:</b></p> <ul style="list-style-type: none"><li>● A Separate Peace</li><li>● The Catcher in the Rye</li></ul> <p><b>Classroom Materials and Digital Resources</b></p> <ul style="list-style-type: none"><li>● Reader's Notebook</li><li>● Writer's Notebook</li><li>● Graphic Organizers</li><li>● Chromebooks</li><li>● Promethean technology</li></ul> <p><b>Word Study/ Spelling/Vocabulary</b></p>
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<p>literature</p> <ul style="list-style-type: none"><li>● Responding to text in oral and written form</li><li>● Develop a thesis</li><li>● Write well-structured paragraphs with topic sentences and supporting details</li><li>● Write a conclusion that ties thesis to supporting details</li><li>● Sentence Structure</li><li>● Demonstrate command of conventions of standard English spelling and grammar</li><li>● Clarify meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content.</li><li>● Acquire and use grade-appropriate general academic and domain-specific words and phrases.</li></ul>	<ul style="list-style-type: none"><li>● Edconnect grade benchmark</li></ul>	<ul style="list-style-type: none"><li>● <a href="http://vocabulary.com">vocabulary.com</a></li></ul>
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### **READING**

**RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.**

**RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.**



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**RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**

**RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).**

**RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).**

**RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**

**RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).**

**RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).**

### **WRITING**

**W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

- 1. 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 aiding comprehension.**
- 2. 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.**
- 3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**
- 4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.**
- 5. 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.**



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**6. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**

**W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

**A. 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.**

**B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**

**C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.**

**D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**

**E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**

**W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**

**W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.**

**W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**

**W.9-10.7. 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.**

**W.9-10.8. 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).**



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**W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.**

**A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).**

**B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).**

### **21<sup>st</sup> Century Themes and Skills/Career Ready Practices**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies

**CRP 11:** Use technology to enhance productivity.

### **2014 NJCCCS - Technology**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**A. Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems and operations.

**B. Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

**C. Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

**D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.



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**E: Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.

**F: Critical thinking, problem solving, and decision making:** students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### **Interdisciplinary Connections**

- Students will write a paper where they will explain the similarities and differences in today's culture to elements in post-WWII culture
- Students will read *A Separate Peace* and *The Catcher in the Rye* in order to connect the 1950s post World War II to today's society.
- Students will write a paper arguing if what we know about conformity during post-World War II America shaped Holden's behavior. They will connect literature to the time period based upon science/technology advancements, feminism, politics, historical, social and economic aspects of the time; or biographical/psychological aspects of the work. They will also analyze how economic conditions and societal changes influence employment trends and future education.

**21st Century Life and Careers: 9.2.12.C.4**

**History 6.1-6.3**

**Science HS-ESS1, HS-LS4**

### **Literacy in History/Social Studies, Science and Technical Subjects**

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.



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RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*).

RST.9-10.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

RST.9-10.8. Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.





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## Integrated Differentiation/Accommodations/Modifications for ELA (Alternate Modes of Instruction and Support)

### Modifications to Support Gifted and Talented Students

### Modifications to Support English Language Learners

### Modifications to Support Students with IEPs/504s and At-Risk Learners

Integrate Higher Order Thinking Skills through research and extension projects specific to that unit of study.

Have students record descriptive phrases; and analyze the story for figurative language and ask students to comment on the use of language and how it accentuates the story.

Connect, analyze and synthesize literature to local, national and international events.

Research the historical and cultural background as well as the biography of author to see how they relate to events in story and enhance and deepen understanding of novel and its themes.

When introducing the story, use a Think-Pair-Write-Share to provide written and oral language processing

Provide wait time to allow students to process orally presented information and questions relating to the unit. Give students a chance to Turn and Talk to process information before responding to the whole class.

Native Language Supports (peer, online assistive technology, bilingual dictionary, Google translate)

Students listen to selection on CD-ROM. Have them visualize while listening. Have students reread passage to discuss how the audio helped them visualize the story.

Review student individual educational plan and/or 504 plan for instructional, assessment and environmental supports.

Students use post-its to summarize the main action in each paragraph or chapter. Students combine their notes into a chart to review key elements in the passage.

Modify guided reading questions

Unit specific vocabulary and literary terms pre-taught before reading.

Provide wait time so students process orally presented information and questions relating to the unit. Give students a chance to Turn and Talk to process information before responding to the whole class.



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<p>Challenge students to create and perform a monologue based on a scene from the story.</p> <p>Have students pick a particular scene and analyze in depth.</p>	<p>Students take notes of their ideas. Have them meet in groups to discuss notes, ask questions, clarify confusion, and make predictions.</p>	<p>Provide writing templates specific to the genre. Include a framework for organizing informational writing.</p>
<p><b>Core Instructional Materials/Resources/Digital Tools:</b> (i.e., specific textbooks, classroom resources, digital tools, links to websites and videos)</p> <p>Textbook: Literature and the Language Arts: The American Tradition</p> <p>Newsela.com</p> <p>Vocabulary.com</p> <p>Turnitin.com</p> <p>Infotrac.galegroup.com</p> <p>Jstor.org</p> <p>Search.epnet.com</p> <p>Scienceflix.digital.scholastic.com</p> <p>Questiaschool.com</p>		