



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 9H

Unit Name: Unit 4 Honors Reading Literature/Writing Literary Essays

Duration: 2 Months

Essential Questions:

What role does fate play in our lives?

How is the use of light and darkness portrayed in *Romeo and Juliet*?

How does Shakespeare use puns, conceit, metonymy, allusion, and apostrophe in *Romeo and Juliet*?

How has language changed since Shakespeare's time?

What methods can be used to decode Shakespeare's messages?

Enduring Understandings:

Readers will understand structure of a tragic play.

Readers will learn information about the Globe Theater.

Readers will identify themes of fate and power.

Readers will identify Shakespearean sonnets and their structure.



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Focus of Standards

<p>Skills:</p> <p>Reading</p> <ul style="list-style-type: none">• Analyzing complex characters• Using text evidence to validate opinions• Close reading• Fluency and comprehension• Identify moral decisions made by characters• analyze how particular elements of novel work together• Evaluate choices of a tragic hero and connection to consequences• Discuss central conflict• Understand the use of flashback• Identify themes within a novel• Trace character development• Engaging in discussions• Monitoring and repairing comprehension• Making inferences• Synthesizing	<p>Assessments:</p> <p>Summative</p> <ul style="list-style-type: none">• Guided reading questions• Reader's and Writer's Notebook• Quizzes• Tests• Essays• Vocabulary Quiz• Short-constructed responses• Research paper• Literary Analysis• Argumentative Essay• Group project <p>Formative</p> <ul style="list-style-type: none">• Conference questions• Do Now• Exit slips• Turn and Talk• Summaries• Observation of group work	<p>Resources:</p> <p>The Language of Literature Textbook and other resources</p> <ul style="list-style-type: none">• Romeo and Juliet• Various Shakespearean Sonnets <p>Classroom Materials and Digital Resources</p> <ul style="list-style-type: none">• Reader's Notebook• Writer's Notebook• Graphic Organizers• Chromebooks• Promethean technology <p>Word Study/ Spelling/Vocabulary</p> <ul style="list-style-type: none">• vocabulary.com
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- Determining importance of historical/cultural contexts within literature
- Responding to text in oral and written form
- Develop a thesis
- Write well-structured paragraphs with topic sentences and supporting details
- Write a conclusion that ties thesis to supporting details
- Sentence Structure
- Demonstrate command of conventions of standard English spelling and grammar
- Clarify meaning of unknown and multiple-meaning words and phrases based on grade 9 reading content.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

Benchmarks (fall, winter, spring)

- Edconnect grade benchmark

Interdisciplinary Connections

- Students will write a paper discussing the woman's role in Shakespeare. 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.



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- Students will write a personal narrative connecting their lives to Romeo and Juliet
- Students will write a paper where they will discuss life in 16th -17th century England. 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 analyze how the economic, social, and political conditions of a time period can affect the labor market.

21st Century Life and Careers: 9.1.12.A.5

History 6.1-6.3

Science HS-ESS1

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.
- 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.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.



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- 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.
- NJSLA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

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

NJSLA.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.

NJSLA.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.

NJSLA.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
<p>Integrate Higher Order Thinking Skills through research and extension projects specific to that unit of study.</p> <p>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.</p> <p>Connect, analyze and synthesize literature to local, national and international events.</p> <p>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.</p> <p>Challenge students to create and perform a monologue based on a scene from the story.</p>	<p>When introducing the story, use a Think-Pair-Write-Share to provide written and oral language processing</p> <p>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.</p> <p>Native Language Supports (peer, online assistive technology, bilingual dictionary, Google translate)</p> <p>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.</p> <p>Students take notes of their ideas. Have them meet in groups to discuss notes, ask</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment and environmental supports.</p> <p>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.</p> <p>Modify guided reading questions</p> <p>Unit specific vocabulary and literary terms pre-taught before reading.</p> <p>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.</p>



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Have students pick a particular scene and analyze in depth.	questions, clarity confusion, and make predictions.	Provide writing templates specific to the genre. Include a framework for organizing informational writing.
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Core Instructional Materials/Resources/Digital Tools: (i.e., specific textbooks, classroom resources, digital tools, links to websites and videos)

Romeo and Juliet

Newsela.com

Vocabulary.com

Turnitin.com

Infotrac.galegroup.com

Jstor.org

Search.epnet.com

Scienceflix.digital.scholastic.com

Questiaschool.com

belsnj.follettdestiny.com