



BOE Approved 8/18

Cliffside Park Public Schools

GRADE:

9

Unit Name: Unit 3 Reading Literature/Writing Argument: The Rise of the Hero/Anti Hero, Coming of Age

Duration: 2 Months

Enduring Understandings:

Readers are able to appreciate, discuss and analyze shared characteristics of literature across cultures.

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

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

Readers are able to connect literature to current events and discuss and synthesize the complex characters, plot, themes, and resolutions in a great work of literature.

Essential Questions:

What do we learn about life from an epic/tragic hero?

What are the conventions of an epic and how do they engage a reader?

What is a Greek myth? Why were Greek myths popular and why are they still popular today?

What do Greek gods and goddesses tell us about human nature?

How can war be fought from within, and how does this define a complex character?

What social rules must one follow, and what are the consequences if you don't?

Focus of Standards



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Skills:

Reading

- Analyzing complex characters
- Using text evidence to validate opinions
- Close reading
- Fluency and comprehension
- analyze how particular elements of epic genre work together
- Identify moral decisions made by characters
- Recall elements of drama
- Recognize elements of a Greek tragedy
- Evaluate choices of a tragic hero and connection to consequences
- Discuss central conflict in main character's life
- Understand the use of flashback
- Identify themes within a novel
- Trace character development
- Engaging in discussions
- Monitoring and repairing comprehension
- Making inferences
- Synthesizing
- Determining importance of historical/cultural contexts within literature
- Responding to text in oral and written form

Summative Assessments

- 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

Formative Assessments

- Conference questions
- Do Now
- Turn and Talk
- Summaries
- Observation of group work

Benchmark Assessments (fall, winter, spring)

- MP edconnect grade benchmark

Resources:

The Language of Literature Textbook

Poems and short stories:

- The Odyssey
- "Penelope" Dorothy Parker
- "Ithaka" C. P. Cavafy
- "Siren Song" Margaret Atwood

Classroom Novels:

- Medea
- The Catcher in the Rye
- A Separate Peace

Digital Texts

- newsela.com

Classroom Library Materials

- Reader's Notebook
- Writer's Notebook
- Graphic Organizers
- Chromebooks
- Promethean technology

Word Study/

Spelling/Vocabulary

- vocabulary.com



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<p><u>Writing Argumentative Essays</u></p> <ul style="list-style-type: none">• Develop a thesis• Write well-structured paragraphs with topic sentences and supporting details• Write a conclusion that ties thesis to supporting details• Using text evidence to validate opinions• 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.		
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New Jersey Student Learning Standards

READING LITERATURE

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 ARGUMENTS

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. 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.

B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

C. 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.

D. 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.

E. Provide a concluding paragraph or section that supports the argument presented.



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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).

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

21st 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.



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- 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.
- 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 Scientific, civic, and historical culture to elements in post-WWII.
- 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.
- Argumentative Essay on the role of women in Ancient Greece.
- Expository Essay on the Coming of Age of the protagonists in *The Catcher in the Rye* and *A Separate Peace*
- Students will read *The Odyssey* and *Medea* in order to read and understand elements of an epic and Greek Tragedy
- Students will research the roles of men and women in ancient Greece and after reading *The Odyssey*, write a paper arguing who suffered more. They will analyze the different forms of currency and how it is used to exchange goods and services.

21st Century Life and Careers: 9.1.12.A.8

History 6.1-6.3

Science HS-ESS1, HS-LS4



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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.9-10.8. 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.



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- 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.

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>Connect, analyze and synthesize literature to local, national and international stories and events.</p>	<p>Reading Skill Graphic Organizer A, to make inferences (partially filled in)</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</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>Students create an Anticipation Guide where they respond to the events of the story.</p> <p>Modify guided reading questions</p>



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<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>Have students role play an interview between two characters</p> <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>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>Anticipation guide before reading to determine what the student knows about topic.</p> <p>Students listen to selection on CD-ROM.</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>Unit specific vocabulary and literary terms Use graphic organizers with some of the information partially completed Students demonstrate understanding through drawings, projects, Google slides, oral responses/presentations, etc.</p> <p>Provide wait time Give students a chance to Turn and Talk to process information before responding to the whole class.</p> <p>Small group instruction to review essential questions</p> <p>Utilize visual aids</p> <p>Provide writing templates</p>
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Core Instructional Materials/Resources/Digital Tools: (i.e., specific textbooks, classroom resources, digital tools, links to websites and videos)

Textbook: The Language of Literature

New Jersey Student Learning Standards (2016) - <http://www.state.nj.us/education/cccs/2016/ela/g05.pdf>

New Jersey Student Learning Standards - Technology (2014) - <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Career Ready Practices (2014) - <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Newsela.com



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Vocabulary.com
Turnitin.com
Infotrac.galegroup.com
Jstor.org
Search.epnet.com
Scienceflix.digital.scholastic.com
Questiaschool.com
belsnj.follettdestiny.com