



BOE Approved 8/18

Cliffside Park Public Schools

GRADE:

9

Unit Name: Unit 4 Literature (To Kill a Mockingbird)/ Argumentative Essay

Duration: 2 Months

Enduring Understandings:

Readers can understand the function of flashback in a story.
Readers can identify and explain the importance of theme in a story.
Readers can understand how a complex character develops through a storyline
Readers can make connections from the 1930s to today
Writers can form an opinion and logically support it.

Essential Questions:

What is the definition of courage?
What are the repercussions of standing up for one's beliefs?
How does symbolism function in a novel?
How do characters succeed or suffer for their decisions?
What lessons can these characters teach us in modern times?
How do characters succeed or suffer for their decisions?
What are the effects of these moral choices on other characters?



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Focus of Standards

| Focus of Standards | | |
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| <p>Skills: Reading</p> <ul style="list-style-type: none">Analyzing complex charactersUsing text evidence to validate opinionsClose readingFluency and comprehensionIdentify moral decisions made by charactersanalyze how particular elements of novel work togetherEvaluate choices of a tragic hero and connection to consequencesDiscuss central conflictUnderstand the use of flashbackIdentify themes within a novelTrace character developmentListening and respondingEngaging in discussionsMonitoring and repairing comprehensionMaking inferencesSynthesizingDetermining importance of historical/cultural contexts within literatureResponding to text in oral and written | <p>Assessments: Summative</p> <ul style="list-style-type: none">Guided reading questionsReader's and Writer's NotebookQuizzesTestsEssaysVocabulary QuizShort-constructed responsesResearch paperLiterary AnalysisArgumentative EssayGroup project <p>Formative</p> <ul style="list-style-type: none">Conference questionsDo NowTurn and TalkSummariesObservation of group work <p>Benchmark Assessments (fall, winter, spring)</p> <ul style="list-style-type: none">Edconnect grade benchmark | <p>Resources: The Language of Literature Textbook</p> <ul style="list-style-type: none">"Young" and "Hanging Fire" (poems)"The Beginning of Something" (Short Story) <p>Classroom Novels:</p> <ul style="list-style-type: none">To Kill a Mockingbird <p>Digital Texts</p> <ul style="list-style-type: none">Newsela.comwww.infortrac.galegroup.comwww.jstor.org <p>Classroom Materials and digital resources</p> <ul style="list-style-type: none">Reader's NotebookWriter's NotebookGraphic OrganizersChromebooksPromethean technology <p>Word Study/ Spelling/Vocabulary</p> <ul style="list-style-type: none">vocabulary.com |



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| <p>form</p> <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● 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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GRADE: 9

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.



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 9

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

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.

Interdisciplinary Connections

- Students will write an argumentative essay connecting *To Kill a Mockingbird* to life in the South during the 1930s, as well as to oppression in today's society.
- Students will write a paper discussing the symbolism in Billie Holiday's "Strange Fruit."
- Students will write an argumentative essay connecting the Scientific and technological advances of the 1930s to today's society. 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



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 9

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.
- 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.



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Cliffside Park Public Schools

GRADE: 9

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

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.

| Integrated Differentiation/Accommodations/Modifications for ELA (Alternate Modes of Instruction and Support) | | |
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| 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; have students analyze the story for figurative language and ask students to comment on the use of language and how it accentuates the story.</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 relating to the unit. Give students a chance to</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>Connect, analyze and synthesize literature to local, national and international stories and 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>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>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 questions, clarity confusion, and make predictions.</p> | <p>Use graphic organizers with some of the information partially completed</p> <p>Students demonstrate understanding through drawings, projects, Google slides, oral responses/presentations, etc.</p> <p>Provide wait time</p> <p>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

Newsela.com

Vocabulary.com

Turnitin.com

Infotrac.galegroup.com

Jstor.org



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Search.epnet.com
Scienceflix.digital.scholastic.com
Questiaschool.com
belsnj.follettdestiny.com