

English Language Arts Grade 9 Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: 21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, and World Languages.

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District English Language Arts Grade 9 Curriculum	
Content Area: College-bound, Honors, and Resource Room 9th ELA	
Course Title: 9th English	Grade level: 9
Unit 1: Can Truth Change?	Unit Times: 7-9 weeks September - November
Unit 2: Is Conflict Necessary?	Unit Times: 4-6 weeks October - December
Unit 3: How does communication change us?	Unit Times: 4-5 weeks November - December
Unit 4: Is knowledge the same as understanding?	Unit Times: 3-5 weeks January - February
Unit 5: What role does fate play in our lives?	Unit Times: 5 - 7 weeks February - April April - June
Unit 6: Do our differences define us?	Unit Times: 5 - 7 weeks February - April April - June
Date Created/Revised: August 2019	Board Approved On: 9/26/19

**Lower Cape May Regional School District English Language Arts Grade 9 Curriculum
Unit 1 Overview**

Content Area: ELA

Unit Title: Can Truth Change?

Target Course/Grade Level: ELA/grade 9

Unit Summary:

- The beginning of the school year will explore the ability of truth to change. Through the study of story elements and literary devices, students will analyze several short stories, non-fiction writings, and an extended reading to differentiate how the world sees the truth. There will be several opportunities for a variety of writings: informative, explanatory, and analytical. Over the course of the year, students will be introduced to in-text vocabulary terms designed to aid them in the understanding of the reading and will follow MLA formatting.

** Students will independently and proficiently read, comprehend, and analyze fictional and non-fictional selections of the short story genre.

- **Extended Texts:**

- *The Wednesday Wars* (990 L)
- *Lord of the Flies* (770 L) - Honors Course

- **Prentice Hall Literature Common Core Edition Grade 9:**

- “Checkouts” pg. 82 (1350 L)
- “The Girl Who Can” pg. 86 (870 L)
- “The Cask of Amontillado” pg. 60 (800 L)
- “The Secret Life of Walter Mitty” pg. 128 (story and movie) (640 L)

- **Ancillary Materials:**

- “Martin Luther King, Jr. on the Vietnam War” (nonfiction) (840 L)
- ““Our Country Right or Wrong’ Defending the Vietnam War (nonfiction) (890 L)
- Various informative websites for research for informative writing assignment
- 20 Story Elements/Literary Devices for the Year

Interdisciplinary Connections:**● Connected to history**

- “Martin Luther King, Jr. on the Vietnam War” (nonfiction) (840 L)
- “‘Our Country Right or Wrong’ Defending the Vietnam War (nonfiction)
- Various informative websites for research for informative writing assignment
- Introductory and ancillary materials for:
 - *Lord of the Flies*
 - “Checkouts”
 - “The Girl Who Can”
 - “The Cask of Amontillado”
 - “The Secret Life of Walter Mitty”

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.9-10.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.9-10.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.9-10.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.9-10.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

21st Century Themes, Skills, and Standards:

- *CRP1. Act as a responsible and contributing citizen and employee
- *CRP2. Apply appropriate academic and technical skills.
- * CRP4. Communicate clearly and effectively and with reason.
- *CRP5. Consider the environmental, social and economic impacts of decisions.
- *CRP6. Demonstrate creativity and innovation.
- *CRP7. Employ valid and reliable research strategies.
- *CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- *CRP9. Model integrity, ethical leadership and effective management.
- * CRP11. Use technology to enhance productivity.
- *CRP12. Work productively in teams while using cultural global competence.

<http://www.state.nj.us/education/cccs/2014/career/>

Primary Focus Standards

RL.9-10.1.	RI.9-10.1.	W.9-10.1. A-E	SL.9-10.1. A-D	L.9-10.1. A-B
RL.9-10.2.	RI.9-10.2.	W.9-10.2. A-F	SL.9-10.2.	L.9-10.2. A-C
RL.9-10.3.	RI.9-10.3.	W.9-10.3. A-E	SL.9-10.3.	L.9-10.3. A
RL.9-10.4.	RI.9-10.4.	W.9-10.4.	SL.9-10.4.	L.9-10.4. A-D
RL.9-10.5.	RI.9-10.5.	W.9-10.5.	SL.9-10.5.	L.9-10.5. A-B
RL.9-10.6.	RI.9-10.6.	W.9-10.6.	SL.9-10.6.	L.9-10.6.
RL.9-10.7.	RI.9-10.7.	W.9-10.7.		
	RI.9-10.8.	W.9-10.8.		
RL.9-10.9.	RI.9-10.9.	W.9-10.9. A-B		
RL.9-10.10.	RI.9-10.10.	W.9-10.10.		

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit 1
RL.9.4 RL.9.10 RI.9.4 RI.9.10 W.9.2 W.9.4 L.9.1 L.9.2 L.9.4 A, C, D L.9.5 A, B	Unit 1 Benchmark: 20 Story Elements / Literary Devices for the Year Practice exercises, multiple choice / fill-in definitions
RI.9.1 RI.9.2 RI.9.3 RI.9.4 RI.9.5 RI.9.7 RI.9.10 W.9.2 A-F W.9.4 W.9.5 W.9.6 W.9.7 W.9.8 W.9.9 B W.9.10 SL.9.1 SL.9.2 SL.9.4 SL.9.5 SL.9.6 L.9.1 A, B L.9.2 A, B, C L.9.3 A	Author Research Project Essay - Informative Writing

L.9.4 A, B, C, D L.9.5 A, B L.9.6 CRP2 CRP4 CRP11	
RL.9.1 RL.9.3 RL.9.5 RL.9.9 RI.9.1 RI.9.3 RI.9.6 W.9.1 A - E W.9.4 W.9.9 A-B L.9.1 A, B L.9.2 A, B, C L.9.3 A L.9.4 A, B, C, D L.9.5 A, B L.9.6	Summer Reading - Analytical Writing
L.9.1 A, B L.9.2 A, B, C L.9.3 A L.9.4 A, B, C, D L.9.5 A, B L.9.6	Study of in-text vocabulary Context clues
RL.9.1 RL.9.2 RL.9.3 RL.9.10 W.9.1 A - E W.9.4	<i>Lord of the Flies</i> assessment - analytical writing - Honors Course

<p>W.9.5 W.9.6 SL.9.2 SL.9.3 L.9.1 A, B L.9.2 A, B, C L.9.3 A L.9.4 A, B, C, D L.9.5 A, B L.9.6 CRP2 CRP4 CRP11</p>	
<p>RL.9.1 RL.9.2 RL.9.3 RL.9.5 RL.9.6 W.9.1 A-E W.9.2.A-F L.9.1 A, B L.9.2 A, B, C L.9.3 A L.9.4 A, B, C, D L.9.5 A, B L.9.6</p>	<p>Various individual short story assessments for:</p> <ul style="list-style-type: none"> ○ “Checkouts” ○ “The Girl Who Can” ○ “The Cask of Amontillado”
<p>RL.9.1 RL.9.2 RL.9.3 RL.9.10 W.9.2 A - F W.9.4 W.9.5 W.9.6 SL.9.1 SL.9.2 SL.9.3</p>	<p>End of unit assessment “The Secret Life of Walter Mitty” essay - analytical writing</p>

<p>L.9.1 A, B L.9.2 A, B, C L.9.3 A L.9.4 A, B, C, D L.9.5 A, B L.9.6 CRP2 CRP4 CRP11</p>	
<p>W. 9-10.1. A-E W. 9-10.3. A-E L.9-10.1. A-B L.9-10.2. A-C L.9-10.3. A</p>	<p>Bellringer activities that involve critical thinking skills, writing fluency, and reinforcement of language standards.</p>

Unit Enduring Questions:

- Does the truth change, or does our understanding of the truth change?
- Can we ever really know what is true?
- Is truth the same for everyone?

Unit Enduring Understandings:

- Truth can be defined as the real state of things or an agreement with fact or reality. These concepts are simple.
- Yet, deciding what is truth and what is not can be a complicated matter.
- Often, what we accept as a truth or a fact at one time is later proven false when evidence shows the idea or belief is wrong.

Unit Objectives:***Students will know....***

- Students will broaden their knowledge as they read longer works of increasing complexity.
- Students will know various story elements and literary devices utilized by authors in the storytelling process.

Unit Objectives:***Students will be able to.....***

- Analyze functional, expository, and argumentative texts and complete timed writing activities.
- Study literary works either within or across genres.
- Emphasize reading skills while comprehending plot line, recognizing character development, setting, conflict, and theme, building vocabulary, drawing conclusions, making inferences, establishing sequence, and differentiating between fact and opinion.
- Analyze and support by citing textual evidence.
- Provide proof of effective communication practices through participation in a variety and range of collaborative discussions and projects.
- Emphasize individual research and preparation of a topic or issue.
- Continue development of the ability to effectively evaluate both individual and peer contributions to a project or discussion will be highlighted.
- Continue to develop and demonstrate a command of the conventions of standard English by employing sentence structure skills (compound and complex sentences, eliminating sentence fragments and run-ons, using proper verb tense, mastering subject-verb agreement and pronoun reference, using present tense when writing literary essays), and applying paraphrasing and note-taking skills.
- Continue focus is placed on the development and use of grade-specific vocabulary. Emphasis is placed on the elements of an effective essay (introduction,

	<p>supportive and illustrative details, conclusion), developing organizational strategies using the chromebook and or computer as a tool for writing, and practicing a variety of writing forms (informative, explanatory, and analytical).</p> <p>Modifications for ELA’s Special Education and 504 students:</p> <ul style="list-style-type: none">- Cooperative Learning Groups- Modified Assignments- Modified Texts- Teacher tutoring- Peer tutoring- Differentiated Instruction- Follow all IEP and 504 modifications	

<p style="text-align: center;">Lower Cape May Regional School District English Language Arts Grade 9 Curriculum Unit 2 Overview</p>
<p>Content Area: ELA</p>
<p>Unit Title: Is conflict necessary?</p>
<p>Target Course/Grade Level: ELA/grade 9</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● This unit will explore the necessity of conflict in storytelling. Through the study of story elements and literary devices, students will analyze several short stories, non-fiction writings, and extended readings to differentiate how the conflict affects the world and personal development. There will be several opportunities for a variety of writings: informative, argumentative, explanatory, and analytical. Over the course of the year, students will be introduced to in-text vocabulary terms designed to aid them in the understanding of the reading and will follow MLA formatting. <ul style="list-style-type: none"> ** Students will independently and proficiently read, comprehend, and analyze fictional and non-fictional selections of the short story genre. ● Extended Texts: <ul style="list-style-type: none"> ○ <i>Old Man and the Sea</i> (940 L) - Honors Course ○ <i>Animal Farm</i> (1170 L) - Honors Course ○ <i>The Hunger Games</i> (810 L) - College-bound ● Prentice Hall Literature Common Core Edition Grade 9: <ul style="list-style-type: none"> ○ “Scarlet Ibis” pg. 384 (1070 L) ○ “The Necklace” pg. 331 (910 L) ● Ancillary Materials: <ul style="list-style-type: none"> ○ “The Lottery” (940 L) ○ “The Landlady” (1030 L) ○ The Hero’s Journey Theory by Joseph Campbell - Prezi and videos ○ Various informative websites for research for informative writing assignment ○ 20 Story Elements/Literary Devices for the Year

Interdisciplinary Connections:**● Connected to history**

- Various informative websites for research about various governmental styles for *Animal Farm*
- Various informative websites for research about various propaganda styles for *The Hunger Games*
- Introductory and ancillary materials for:
 - *Old Man and the Sea*
 - *Animal Farm*
 - “The Scarlet Ibis”
 - “The Lottery”
 - *The Hunger Games*
 - “The Necklace”
 - “The Landlady”
 - The Hero’s Journey Theory

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.9-10.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.9-10.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.9-10.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.9-10.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

21st Century Themes, Skills, and Standards:

- *CRP1. Act as a responsible and contributing citizen and employee
- *CRP2. Apply appropriate academic and technical skills.
- * CRP4. Communicate clearly and effectively and with reason.
- *CRP5. Consider the environmental, social and economic impacts of decisions.
- *CRP6. Demonstrate creativity and innovation.
- *CRP7. Employ valid and reliable research strategies.
- *CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- *CRP9. Model integrity, ethical leadership and effective management.
- * CRP11. Use technology to enhance productivity.
- *CRP12. Work productively in teams while using cultural global competence.

<http://www.state.nj.us/education/cccs/2014/career/>

Primary Focus Standards

RL.9-10.1.	RI.9-10.1.	W.9-10.1. A-E	SL.9-10.1. A-D	L.9-10.1. A-B
RL.9-10.2.	RI.9-10.2.	W.9-10.2. A-F	SL.9-10.2.	L.9-10.2. A-C
RL.9-10.3.	RI.9-10.3.	W.9-10.3. A-E	SL.9-10.3.	L.9-10.3. A
RL.9-10.4.	RI.9-10.4.	W.9-10.4.	SL.9-10.4.	L.9-10.4. A-D
RL.9-10.5.	RI.9-10.5.	W.9-10.5.	SL.9-10.5.	L.9-10.5. A-B
RL.9-10.6.	RI.9-10.6.	W.9-10.6.	SL.9-10.6.	L.9-10.6.
RL.9-10.7.	RI.9-10.7.	W.9-10.7.		
	RI.9-10.8.	W.9-10.8.		
RL.9-10.9.	RI.9-10.9.	W.9-10.9. A-B		
RL.9-10.10.	RI.9-10.10.	W.9-10.10.		

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit 2
L.9.1 A, B L.9.2 A, B, C L.9.3 A L.9.4 A, B, C, D L.9.5 A, B L.9.6	Study of in-text level vocabulary Context clues
RL.9.1 RL.9.2 RL.9.3 RL.9.4 RL.9.5 RL.9.6 RL.9.9 RL.9.10 W.9.1 A - E W.9.4 W.9.5 W.9.6 SL.9.2 SL.9.3 L.9.1 A, B L.9.2 A, B, C L.9.3 A L.9.4 A, B, C, D L.9.5 A, B L.9.6 CRP2	<i>Old Man and the Sea</i> assessment - persuasive writing - Honors Course

CRP4 CRP11	
RL.9.1 RL.9.2 RL.9.3 RL.9.5 RL.9.6 W.9.1 A-E W.9.2.A-F L.9.1 A, B L.9.2 A, B, C L.9.3 A L.9.4 A, B, C, D L.9.5 A, B L.9.6	Various individual short story assessments for: <ul style="list-style-type: none"> ● “The Scarlet Ibis” ● “The Lottery” ● “The Necklace” ● “The Landlady”
RL.9.1 RL.9.2 RL.9.3 RL.9.4 RL.9.5 RL.9.6 RL.9.9 RL.9.10 W.9.1 A - E W.9.4 W.9.5 W.9.6 SL.9.2 SL.9.3 L.9.1 A, B L.9.2 A, B, C L.9.3 A L.9.4 A, B, C, D L.9.5 A, B L.9.6 CRP2 CRP4 CRP11	<i>Animal Farm</i> assessment - explanatory writing - Honors Course

<p>RL.9.1 RL.9.2 RL.9.3 RL.9.4 RL.9.5 RL.9.6 RL.9.9 RL.9.10 W.9.1 A - E W.9.4 W.9.5 W.9.6 SL.9.1 SL.9.2 SL.9.3 SL.9.5 L.9.1 A, B L.9.2 A, B, C L.9.3 A L.9.4 A, B, C, D L.9.5 A, B L.9.6</p>	<p>Various assessment activities to comprehend and analyze: Hero's Journey Theory - Honors and College-bound courses</p>
<p>W. 9-10.1. A-E W. 9-10.3. A-E L.9-10.1. A-B L.9-10.2. A-C L.9-10.3. A</p>	<p>Bellringer activities that involve critical thinking skills, fluency in writing, and reinforcement of language standards.</p>
<p>RL.9.1 RL.9.2 RL.9.3 RL.9.4 RL.9.5 RL.9.6 RL.9.9 RL.9.10 RI.9.1 RI.9.2 RI.9.3</p>	<p>Propaganda and Dystopian Society project assessment - <i>The Hunger Games</i> - College-bound course</p>

RI.9.4 RI.9.5 RI.9.6 RI.9.10 W.9.1 A - E W.9.2 W.9.3 W.9.4 W.9.5 W.9.6 SL.9.2 SL.9.3 L.9.1 A, B L.9.2 A, B, C L.9.3 A L.9.4 A, B, C, D L.9.5 A, B L.9.6 CRP2 CRP4 CRP11	
---	--

Unit Enduring Questions:

- Is conflict necessary?
- How can conflicts be resolved?
- Can a conflict have a positive outcome?

Unit Enduring Understandings:

- Conflict brings about emotional development in people and characters.
- People choose to come to peaceful agreements and can come up with new solutions.
- A conflict might be as small as an argument between friends or as large as a war between nations.
- A conflict might involve just one person who faces a personal challenge or a hard decision.
- Conflicts occur frequently in literature and in life.

Unit Objectives:***Students will know....***

- Students will broaden their knowledge as they read longer works of increasing complexity.
- Students will know various story elements and literary devices utilized by authors in the storytelling process.

Unit Objectives:***Students will be able to.....***

- Analyze functional, expository, explanatory, and argumentative texts and complete timed writing activities.
- Study literary works either within or across genres.
- Emphasize reading skills while comprehending plot line, recognizing character development, setting, conflict, and theme, building vocabulary, drawing conclusions, making inferences, establishing sequence, and differentiating between fact and opinion.
- Analyze and support by citing textual evidence.
- Provide proof of effective communication practices through participation in a variety and range of collaborative discussions and projects.
- Emphasize individual research and preparation of a topic or issue.
- Continue development of the ability to effectively evaluate both individual and peer contributions to a project or discussion will be highlighted.
- Continue to develop and demonstrate a command of the conventions of standard English by employing sentence structure skills (compound and complex sentences, eliminating sentence fragments and run-ons, using proper verb tense, mastering subject-verb agreement and pronoun reference, using present tense when writing literary essays), and applying paraphrasing and note-taking skills.
- Continue focus is placed on the development and use of grade-specific vocabulary. Emphasis is placed on the

	<p>elements of an effective essay (introduction, supportive and illustrative details, conclusion), developing organizational strategies using the chromebook and or computer as a tool for writing, and practicing a variety of writing forms (informative, argumentative, explanatory, and analytical).</p> <ul style="list-style-type: none"> ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● 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.
	<p>Modifications for ELA’s Special Education and 504 students:</p> <ul style="list-style-type: none"> - Cooperative Learning Groups - Modified Assignments - Modified Texts - Teacher tutoring - Peer tutoring - Differentiated Instruction - Follow all IEP and 504 modifications

**Lower Cape May Regional School District English Language Arts Grade 9 Curriculum
Unit 3 Overview**

Content Area: ELA

Unit Title: How does communication change us?

Target Course/Grade Level: ELA/ grade 9

Unit Summary:

- This unit will explore how communication affects people’s daily lives and causes change. Through the study of the types and elements of poetry, students will analyze poems of varying length, style, structure, and topic. There will be opportunities for the following types of writing: narrative, explanatory, and analytical. Over the course of the year, students will be introduced to in-text vocabulary terms designed to aid them in the understanding of the reading and will follow MLA formatting.

** Students will independently and proficiently read, comprehend, and analyze poetry selections of various genres.

- **Prentice Hall Literature Common Core Edition Grade 9:**

- “Barter” pg. 611
- “We grow accustomed to the Dark-” pg. 612
- “Uncoiling” pg. 613
- “Dream Deferred” pg. 620
- “Dreams” pg. 621
- “Sonnet on Love XIII” pg. 623
- “Rocking” pg. 625
- “I Wandered Lonely as a Cloud” pg. 627
- “All Watched Over by Machines of Loving Grace” pg. 633
- “‘Hope’ is the thing with feathers-” pg. 634
- “Much Madness is divinest Sense-” pg. 635
- “The War Against the Trees” pg. 637
- “The Bells” pg. 655 - Honors Course
- “Jabberwocky” pg. 663

- **Ancillary Materials:**

- “Do Not Go Gentle Into That Good Night” - Honors Course
- “The Road Not Taken”
- Poetry Structures and Poetic Devices PowerPoint

Interdisciplinary Connections:**● Connected to history**

○ Introductory and ancillary materials for:

- “Barter”
- “We grow accustomed to the Dark-”
- “Uncoiling”
- “Dream Deferred”
- “Dreams”
- “Sonnet on Love XIII”
- “Rocking”
- “I Wandered Lonely as a Cloud”
- “All Watched Over by Machines of Loving Grace”
- “‘Hope’ is the thing with feathers-”
- “Much Madness is divinest Sense-”
- “The War Against the Trees”
- “The Bells”
- “Jabberwocky”
- “Do Not Go Gentle Into That Good Night”
- “The Road Not Taken”

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.9-10.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.9-10.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.9-10.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.9-10.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

21st Century Themes, Skills, and Standards:

*CRP1. Act as a responsible and contributing citizen and employee

*CRP2. Apply appropriate academic and technical skills.

* CRP4. Communicate clearly and effectively and with reason.

*CRP5. Consider the environmental, social and economic impacts of decisions.

*CRP6. Demonstrate creativity and innovation.

*CRP7. Employ valid and reliable research strategies.

*CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

*CRP9. Model integrity, ethical leadership and effective management.

* CRP11. Use technology to enhance productivity.

*CRP12. Work productively in teams while using cultural global competence.

<http://www.state.nj.us/education/cccs/2014/career/>

Primary Focus Standards

RL.9-10.1.	RI.9-10.1.	SL.9-10.1. A-D	L.9-10.1. A-B	
RL.9-10.2.	RI.9-10.2.	W.9-10.2. A-F	SL.9-10.2.	L.9-10.2. A-C
RL.9-10.3.	RI.9-10.3.	W.9-10.3. A-E	SL.9-10.3.	L.9-10.3. A
RL.9-10.4.	RI.9-10.4.	W.9-10.4.	SL.9-10.4.	L.9-10.4. A-D
RL.9-10.5.	RI.9-10.5.	W.9-10.5.	SL.9-10.5.	L.9-10.5. A-B
RL.9-10.6.	RI.9-10.6.	W.9-10.6.	SL.9-10.6.	L.9-10.6.
RL.9-10.7.	RI.9-10.7.	W.9-10.7.		
	RI.9-10.8.	W.9-10.8.		
RL.9-10.9.	RI.9-10.9.	W.9-10.9. A-B		
RL.9-10.10.	RI.9-10.10.	W.9-10.10.		

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit 3
RL.9-10.3. RL.9-10.6 W.9-10.6. L.9-10.1.B. L.9-10.2. L.9-10.3. L.9-10.5. A-B	Various individual poetry assignments for: <ul style="list-style-type: none"> ■ “Barter” ■ “We grow accustomed to the Dark-” ■ “Uncoiling” ■ “Dream Deferred” ■ “Dreams” ■ “Sonnet on Love XIII” ■ “Rocking” ■ “I Wandered Lonely as a Cloud” ■ “All Watched Over by Machines of Loving Grace” ■ “‘Hope’ is the thing with feathers-”

	<ul style="list-style-type: none"> ■ “Much Madness is divinest Sense-” ■ “The War Against the Trees” ■ “The Bells” ■ “Jabberwocky” ■ “The Road Not Taken”
RL.9-10.3. RL.9-10.6 W.9-10.6. L.9-10.1.B. L.9-10.2. L.9-10.3. L.9-10.5. A-B	“Do Not Go Gentle Into That Good Night” - Honors Course
RL.9-10.3. RL.9-10.6 W.9-10.6. L.9-10.1.B. L.9-10.2. L.9-10.3. L.9-10.5. A-B	Unit 3 Benchmark - Activities that enhance understanding and recognition of the various forms of Poetry Structures and Poetic Devices
RL.9-10.3. RL.9-10.6 W.9-10.6. L.9-10.1.B. L.9-10.2. L.9-10.3. L.9-10.5. A-B	Writing activities that model various forms of poetic writing including but not limited to: Sonnets, blackout poetry, paint-chip poetry, reverse poetry, and free-verse.
W. 9-10.1. A-E W. 9-10.3. A-E L.9-10.1. A-B L.9-10.2. A-C L.9-10.3. A	Bellringer activities that involve critical thinking skills, fluency in writing and reinforcement of language standards.
L.9.1 A-B L.9.2 A-C L.9.3 A L.9.5.A-B SL.9.2	End of Unit 3 - Benchmark assessment - Original Poem Project and Analysis

SL.9.3 SL.9.4 SL.9.5 W.9.3 A-E W.9.4 W.9.5 W.9.9	
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How does communication change us? ● Does communication make us smarter, wiser, kinder, angrier? ● Does communication make us better people, or just more experienced? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Communication involves talking to other people and also listening to them and learning from them. ● Communication takes place when you discuss an issue with a friend or react to a piece of writing. ● Communication is the understanding you get when you read a poem. ● Communication is the empathy you feel for others after listening to a news interview with victims of a serious event.

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Students will broaden their knowledge as they read poetic works of increasing complexity. ● Students will know various poetry elements and poetic devices utilized by in various poetry structures. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. ● Analyze and support by citing textual evidence. ● Provide proof of effective communication practices through participation in a variety and range of collaborative discussions and projects. ● Emphasize individual creative writing and preparation of a topic or issue. ● Continue development of the ability to effectively evaluate both individual and peer contributions to a project or discussion will be highlighted. ● Continue to develop and demonstrate a command of the conventions of standard English by employing sentence structure skills (compound and complex sentences, eliminating sentence fragments and run-ons, using proper verb tense, mastering subject-verb agreement and pronoun reference, using present tense when writing literary essays), and applying paraphrasing and note-taking skills. ● Continue focus is placed on the development and use of grade-specific vocabulary. Emphasis is placed on developing organizational strategies using the
---	--

	<p>chromebook and or computer as a tool for writing, and practicing a variety of writing forms (narrative, explanatory, and analytical).</p> <ul style="list-style-type: none"> ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	<p>Modifications for ELA’s Special Education and 504 students:</p> <ul style="list-style-type: none"> - Cooperative Learning Groups - Modified Assignments - Modified Texts - Teacher tutoring - Peer tutoring - Differentiated Instruction - Follow all IEP and 504 modifications

**Lower Cape May Regional School District English Language Arts Grade 9 Curriculum
Unit 4 Overview**

Content Area: ELA

Unit Title: Is knowledge the same as understanding?

Target Course/Grade Level: ELA/ grade 9

Unit Summary:

● This unit will explore whether knowledge is the same as understanding. Through the study of nonfiction structures and rhetorical devices, students will analyze several non-fiction writings, and current events to analyze functional, expository, and argumentative texts. There will be several opportunities for a variety of writings: informative, argumentative, expository, explanatory, and analytical. Students will choose an outside reading book of either the fiction or nonfiction genre, to analyze several components. Over the course of the year, students will be introduced to in-text vocabulary terms designed to aid them in the understanding of the reading and will follow MLA formatting.

** Students will independently and proficiently read, comprehend, and analyze fictional and non-fictional selections of the short story genre.

● **Extended Texts:**

- Outside Reading - fiction or nonfiction (approval by teacher required)

● **Prentice Hall Literature Common Core Edition Grade 9:**

- “I Have a Dream” pg. 543 (1140 L)
- “First Inaugural Address” pg. 553 (1190 L)
- “Signs and Instructions” and “Technical Instructions” pg. 284
- “Web Site” and “Web Encyclopedia Entry” pg. 980
- “Application” pg. 379

● **Ancillary Materials:**

- “The Death of Captain Waskow” (980 L)
- “Spot Fake News By Learning How to Search Online Information” (1230 L)
- “Shhh, Amazon’s Alexa Could be Listening to our Conversation” (1140 L)
- “Martin Luther King’s Letter from a Birmingham Jail” (1130 L)
- “Biography: Inventors and Scientists: Nikola Tesla” (1230 L)

Interdisciplinary Connections:**Connected to history and science**

- Introductory and ancillary materials for:
 - “I Have a Dream”
 - “First Inaugural Address”

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.

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.9-10.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.9-10.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.9-10.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.9-10.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

21st Century Themes, Skills, and Standards:

*CRP1. Act as a responsible and contributing citizen and employee

*CRP2. Apply appropriate academic and technical skills.

* CRP4. Communicate clearly and effectively and with reason.

*CRP5. Consider the environmental, social and economic impacts of decisions.

*CRP6. Demonstrate creativity and innovation.

*CRP7. Employ valid and reliable research strategies.

*CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

*CRP9. Model integrity, ethical leadership and effective management.

* CRP11. Use technology to enhance productivity.

*CRP12. Work productively in teams while using cultural global competence.

<http://www.state.nj.us/education/cccs/2014/career/>

Primary Focus Standards

RL.9-10.1.	RI.9-10.1.	W.9-10.1. A-E	SL.9-10.1. A-D	L.9-10.1. A-B
RL.9-10.2.	RI.9-10.2.	W.9-10.2. A-F	SL.9-10.2.	L.9-10.2. A-C
RL.9-10.3.	RI.9-10.3.	W.9-10.3. A-E	SL.9-10.3.	L.9-10.3. A
RL.9-10.4.	RI.9-10.4.	W.9-10.4.	SL.9-10.4.	L.9-10.4. A-D
RL.9-10.5.	RI.9-10.5.	W.9-10.5.	SL.9-10.5.	L.9-10.5. A-B
RL.9-10.6.	RI.9-10.6.	W.9-10.6.	SL.9-10.6.	L.9-10.6.
RL.9-10.7.	RI.9-10.7.	W.9-10.7.		
	RI.9-10.8.	W.9-10.8.		
RL.9-10.9.	RI.9-10.9.	W.9-10.9. A-B		
RL.9-10.10.	RI.9-10.10.	W.9-10.10.		

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit 4
RL.9-10.1. RL.9-10.2. RL.9-10.3. RL.9-10.5 RI.9-10.1. RI.9-10.2. RI.9-10.3. RI.9-10.5. RI.9-10.6. RI.9-10.7. RI.9-10.8. W.9-10.1. A-E W.9-10.2. A-F W.9-10.4. W.9-10.5. W.9-10.6.	Unit Benchmark assessment - Outside reading assignment of fiction or nonfiction novel -Book review writing assignment -Oral presentation that includes a visual

<p>SL.9-10.1. A-D SL.9-10.2. SL.9-10.3. SL.9-10.4. SL.9-10.5. SL.9-10.6.</p>	
<p>RI.9-10.1. RI.9-10.2. RI.9-10.3. RI.9-10.5. RI.9-10.6. RI.9-10.7. RI.9-10.7. RI.9-10.8. RI.9-10.9.</p>	<p>Discussion and analysis of each speech; individual assessment for each speech, comparative essay for: “I Have a Dream” “First Inaugural Address”</p>
<p>RI.9-10.1. RI.9-10.2. RI.9-10.3. RI.9-10.5. RI.9-10.6. RI.9-10.7. RI.9-10.8. RI.9-10.9.</p>	<p>Read a variety of recent nonfiction articles and or speeches</p>
<p>RI.9-10.1. RI.9-10.2. RI.9-10.3. RI.9-10.5. RI.9-10.6. RI.9-10.7. RI.9-10.8. RI.9-10.9. W.9-10.8. W.9-10.9.</p>	<p>Analyze a variety of sources online to recognize legitimate sources vs fake sources</p>
<p>W. 9-10.1. A-E W. 9-10.3. A-E</p>	<p>Bellringer activities that involve critical thinking skills and reinforcement of language standards.</p>

<p>L.9-10.1. A-B L.9-10.2. A-C L.9-10.3. A</p>	
--	--

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● Is knowledge the same as understanding? ● When do we truly understand the knowledge gained? ● Is there a balance between learning and experiencing knowledge? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● We are constantly working to learn more about the world. ● We find information in a variety of sources, and we struggle to comprehend the facts.
--	---

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Students will broaden their knowledge as they read longer works of increasing complexity and a variety of nonfiction structures. <p>Students will question the motivation of a work of nonfiction and identify its purpose.</p>	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. ● 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. ● Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. ● Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. ● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. ● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone ● Analyze and support by citing textual evidence. ● Provide proof of effective
---	--

	<p>communication practices through participation in a variety and range of collaborative discussions and projects.</p> <ul style="list-style-type: none">● Continue development of the ability to effectively evaluate both individual and peer contributions to a project or discussion will be highlighted.● Continue to develop and demonstrate a command of the conventions of standard English by employing sentence structure skills (compound and complex sentences, eliminating sentence fragments and run-ons, using proper verb tense, mastering subject-verb agreement and pronoun reference, using present tense when writing literary essays), and applying paraphrasing and note-taking skills.● Continue focus is placed on the development and use of grade-specific vocabulary. Emphasis is placed on developing organizational strategies using the chromebook and or computer as a tool for writing, and practicing a variety of writing forms (informative, expository, argumentative, explanatory, and analytical).● Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
--	---

	<p>Modifications for ELA’s Special Education and 504 students:</p> <ul style="list-style-type: none"> - Cooperative Learning Groups - Modified Assignments - Modified Texts - Teacher tutoring - Peer tutoring - Differentiated Instruction - Follow all IEP and 504 modifications
--	--

**Lower Cape May Regional School District English Language Arts Grade 9 Curriculum
Unit 5 Overview**

Content Area: ELA

Unit Title: What role does fate play in our lives?

Target Course/Grade Level: ELA / grade 9

Unit Summary:

- In this unit students will explore the role fate plays in our lives. Through the study of story elements and literary devices, students will analyze a drama, poetry, non-fiction writings, and an extended reading to analyze the part fate takes in life. There will be several opportunities for a variety of writings: narrative, argumentative, informative, explanatory, and analytical. Over the course of the year, students will be introduced to in-text vocabulary terms designed to aid them in the understanding of the reading and will follow MLA formatting.

** Students will independently and proficiently read, comprehend, and analyze fictional and non-fictional selections.

- **Extended Texts:**

- *The Tragedy of Romeo and Juliet*

- **Prentice Hall Literature Common Core Edition Grade 9:**

- *The Tragedy of Romeo and Juliet* Act 1 pg. 807

- *The Tragedy of Romeo and Juliet* Act 2 pg. 835

- *The Tragedy of Romeo and Juliet* Act 3 pg. 863

- *The Tragedy of Romeo and Juliet* Act 4 pg. 895

- *The Tragedy of Romeo and Juliet* Act 5 pg. 915

- **Ancillary Materials:**

- “Biography of William Shakespeare” from Newsela (1190 L)
- “Shakespearean Sonnet 147”
- Excerpt from *Cyrano de Bergerac* (750 L)
- Love song lyrics
- Various informative websites and PowerPoints for information regarding the time period and conspiracy theories
- 20 Story Elements/Literary Devices for the Year

Interdisciplinary Connections:**Connected to history**

- Introductory and ancillary materials for:
 - “*The Tragedy of Romeo and Juliet*”

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.9-10.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.9-10.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.9-10.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g.,

loaded language, inclusion or avoidance of particular facts).

RH.9-10.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

21st Century Themes, Skills, and Standards:

- *CRP1. Act as a responsible and contributing citizen and employee
- *CRP2. Apply appropriate academic and technical skills.
- * CRP4. Communicate clearly and effectively and with reason.
- *CRP5. Consider the environmental, social and economic impacts of decisions.
- *CRP6. Demonstrate creativity and innovation.
- *CRP7. Employ valid and reliable research strategies.
- *CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- *CRP9. Model integrity, ethical leadership and effective management.
- * CRP11. Use technology to enhance productivity.
- *CRP12. Work productively in teams while using cultural global competence.

<http://www.state.nj.us/education/cccs/2014/career/>

Primary Focus Standards

RL.9-10.1.	RI.9-10.1.	W.9-10.1. A-E	SL.9-10.1. A-D	L.9-10.1. A-B
RL.9-10.2.	RI.9-10.2.	W.9-10.2. A-F	SL.9-10.2.	L.9-10.2. A-C
RL.9-10.3.	RI.9-10.3.	W.9-10.3. A-E	SL.9-10.3.	L.9-10.3. A
RL.9-10.4.	RI.9-10.4.	W.9-10.4.	SL.9-10.4.	L.9-10.4. A-D

RL.9-10.5.	RI.9-10.5.	W.9-10.5.	SL.9-10.5.	L.9-10.5. A-B
RL.9-10.6.	RI.9-10.6.	W.9-10.6.	SL.9-10.6.	L.9-10.6.
RL.9-10.7.	RI.9-10.7.	W.9-10.7.		
	RI.9-10.8.	W.9-10.8.		
RL.9-10.9.	RI.9-10.9.	W.9-10.9. A-B		
RL.9-10.10.	RI.9-10.10.	W.9-10.10.		
Learning Targets				
CPI #	Cumulative Progress Indicators (CPI) for Unit 5			
RL.9-10.1. RL.9-10.2. RL.9-10.3. RL.9-10.4. RL.9-10.5. RL.9-10.6. RL.9-10.7. RL.9-10.9. RL.9-10.10. RI.9-10.1. RI.9-10.2. RI.9-10.3. RI.9-10.4. RI.9-10.5. RI.9-10.6. RI.9-10.7. W.9-10.1. W.9-10.2. W.9-10.6. SL.9-10.1 A-D SL.9-10.2	<i>The Tragedy of Romeo and Juliet</i> Short answer/responses, multiple choice questions and short essay responses			

<p>SL.9-10.3. SL.9-10.4 SL.9-10.5 L.9-10-1. A-B L.9-10.2 L.9-10.3. L.9-10.4. L.9-10.5.</p>	
<p>RI.9-10.1. RI.9-10.2. RI.9-10.3. RI.9-10.4. RI.9-10.5. RI.9-10.6. RI.9-10.7. W.9-10.8. W.9-10.9 SL.9-10.1. A-D SL.9-10.2. SL.9-10.3. L.9-10-1. A-B L.9-10.2 L.9-10.3. L.9-10.5.</p>	<p>Research William Shakespeare</p>

<p>W.9.3 A-E W.9.4 W.9.5 W.9.6 W.9.9 A SL.9.1 A-D SL.9.2 SL.9.3 SL.9.6 L.9.1 A, B L.9.2 A, B, C L.9.3 A L.9.4 A, B, C, D L.9.5 A, B L.9.6</p>	<p>Balcony Narrative Writing</p>
<p>RL.9.4 RL.9.10 RI.9.4 RI.9.10 W.9.2 W.9.4 L.9.1 L.9.2 L.9.4 A, C, D L.9.5 A, B</p>	<p>Unit Benchmark: 20 Story Elements / Literary Devices for the Year Practice exercises, multiple choice / fill-in definitions *Application of terms in extended reading</p>
<p>RL.9.9 W.9.1 A-E W.9.4 W.9.5 W.9.6 W.9.9 A-B L.9.1 A-B L.9.2 A - C L.9.3 A L.9.5 A, B</p>	<p>Unit Benchmark - Who/What is responsible for the downfall of Romeo and Juliet? - Argumentative - counterarguments as a focus</p>

L.9.6		
9-10.1. A-E W. 9-10.3. A-E L.9-10.1. A-B L.9-10.2. A-C L.9-10.3. A	Bellringer activities that involve critical thinking skills and reinforcement of language standards.	
Unit Enduring Questions: <ul style="list-style-type: none"> ● What role does fate play in our lives? ● What role does fate play in determining a person's actions or future events? ● Do people alone determine their own destinies in life? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Choices we make affect the courses of our lives for the better and the worse. ● However, there are forces in the universe beyond a person's control. ● No one can control everything that happens. 	

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none">● Students will broaden their knowledge as they read longer works of increasing complexity.● Students will know various story elements and literary devices utilized by authors in the storytelling process.	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none">● Provide an objective summary of the text.● Analyze how complex characters develop over the course of a text.● Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.● Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.● Initiate and participate effectively in a range of collaborative discussions.● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.● Determine theme or central idea of a text; provide an objective summary of the text.● Interpret figures of speech in context and analyze their role in the text.● Analyze the representation of a subject or a key scene in two different mediums including what is emphasized or absent in each treatment.● Develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.● Continue focus is placed on the development and use of grade-
--	--

	<p>specific vocabulary. Emphasis is placed on the elements of an effective essay (introduction, counterarguments, supportive and illustrative details, conclusion), developing organizational strategies using the chromebook and or computer as a tool for writing, and practicing a variety of writing forms (narrative, argumentative, informative, explanatory, and analytical).</p>
	<p>Modifications for ELA’s Special Education and 504 students:</p> <ul style="list-style-type: none"> - Cooperative Learning Groups - Modified Assignments - Modified Texts - Teacher tutoring - Peer tutoring - Differentiated Instruction - Follow all IEP and 504 modifications

<p>Lower Cape May Regional School District English Language Arts Grade 9 Curriculum Unit 6 Overview</p>
<p>Content Area: ELA</p>
<p>Unit Title: Do our differences define us?</p>
<p>Target Course/Grade Level: ELA / grade 9</p>

Unit Summary:

- This unit will explore our differences define our society. Through the study of story elements and literary devices, students will analyze non-fiction writings, and an extended reading to differentiate how differences amongst people shape our culture. There will be several opportunities for a variety of writings: narrative, argumentative, informative, explanatory, and analytical. Over the course of the year, students will be introduced to in-text vocabulary terms designed to aid them in the understanding of the reading and will follow MLA formatting.

** Students will independently and proficiently read, comprehend, and analyze fictional and non-fictional selections.

- **Extended Texts:**

- *To Kill a Mockingbird* (870 L)

- **Ancillary Materials:**

- “The Wave” excerpt (790 L) and movie
- “The Scottsboro Boys” (920 L) and video
- “What Would You Do?” videos
- Various informative websites and PowerPoints for information regarding the time period, dialect, psychology of mob mentality
- 20 Story Elements/Literary Devices for the Year

Interdisciplinary Connections:**Connected to history**

- Introductory and ancillary materials for:
 - *To Kill a Mockingbird*

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.9-10.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.9-10.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.9-10.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.9-10.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

21st Century Themes, Skills, and Standards:

*CRP1. Act as a responsible and contributing citizen and employee

*CRP2. Apply appropriate academic and technical skills.

* CRP4. Communicate clearly and effectively and with reason.

*CRP5. Consider the environmental, social and economic impacts of decisions.

*CRP6. Demonstrate creativity and innovation.

*CRP7. Employ valid and reliable research strategies.

*CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

*CRP9. Model integrity, ethical leadership and effective management.

* CRP11. Use technology to enhance productivity.

*CRP12. Work productively in teams while using cultural global competence.

<http://www.state.nj.us/education/cccs/2014/career/>

Primary Focus Standards

RL.9-10.1.	RI.9-10.1.	W.9-10.1. A-E	SL.9-10.1. A-D	L.9-10.1. A-B
RL.9-10.2.	RI.9-10.2.	W.9-10.2. A-F	SL.9-10.2.	L.9-10.2. A-C
RL.9-10.3.	RI.9-10.3.	W.9-10.3. A-E	SL.9-10.3.	L.9-10.3. A
RL.9-10.4.	RI.9-10.4.	W.9-10.4.	SL.9-10.4.	L.9-10.4. A-D
RL.9-10.5.	RI.9-10.5.	W.9-10.5.	SL.9-10.5.	L.9-10.5. A-B
RL.9-10.6.	RI.9-10.6.	W.9-10.6.	SL.9-10.6.	L.9-10.6.
RL.9-10.7.	RI.9-10.7.	W.9-10.7.		
	RI.9-10.8.	W.9-10.8.		
RL.9-10.9.	RI.9-10.9.	W.9-10.9. A-B		
RL.9-10.10.	RI.9-10.10.	W.9-10.10.		

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit 6
RL.9.4 RL.9.10 RI.9.4 RI.9.10 W.9.2 W.9.4 L.9.1 L.9.2 L.9.4 A, C, D L.9.5 A, B	Unit Benchmark: 20 Story Elements / Literary Devices for the Year Practice exercises, multiple choice / fill-in definitions *Application of terms in extended reading
W.9-10.1. W.9-10.2. W.9-10.4. W,9-10.5. W.9-10.6.	Multiple small and larger assessments for <i>To Kill a Mockingbird</i> : true/false, multiple choice, fill-in-the-blank, short essay

<p>W.9-10.8. SL.9-10.1 A-D L.9-10-1. A-B L.9-10.2 L.9-10.3. L.9-10.4. L.9-10.5.</p>	
<p>W.9.1 A-E W.9.2 A-F W. 9.4 W.9.5 RI.9.1 RI.9.6 RI.9.7 RI.9.9 W.9.6 SL.9.1 A-D SL.9.2 SL.9.3</p>	<p>Research and respond to historical context issues: short essays - informative, explanatory, and argumentative</p>
<p>RL.9.9 W.9.1 A-E W. 9.4 W.9.5 W.9.6 W.9.9 A-B L.9.1 A-B L.9.2 A - C L.9.3 A L.9.5 A, B L.9.6</p>	<p>Unit Benchmark assessment - end of <i>To Kill a Mockingbird</i> essay - analytical</p>
<p>W. 9-10.1. A-E W. 9-10.3. A-E L.9-10.1. A-B L.9-10.2. A-C L.9-10.3. A</p>	<p>Bellringer activities that involve critical thinking skills, fluency in writing, and reinforcement of language standards.</p>

Unit Enduring Questions:

- Do our differences define us?
- What differences make us unique?
- How do we handle circumstances with people that are different from us?

Unit Enduring Understandings:

- The differences among human beings can certainly be obvious, like hair color, height, or the accents that mark our speech.
- Other, more subtle differences may be noticed only when we get to know each other.
- These differences might show up in our values and in the mannerisms and traditions that are rooted in our individual culture.
- While differences make us unique, they may also put us at odds with each other.

<p>Unit Objectives: <i>Students will know....</i> <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Students will broaden their knowledge as they read longer works of increasing complexity. ● Students will know various story elements and literary devices utilized by authors in the storytelling process. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Provide an objective summary of the text. ● Analyze how complex characters develop over the course of a text. ● Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. ● Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Initiate and participate effectively in a range of collaborative discussions. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Determine theme or central idea of a text; provide an objective summary of the text. ● Interpret figures of speech in context and analyze their role in the text. ● Analyze the representation of a subject or a key scene in two different mediums including what is emphasized or absent in each treatment. ● Develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● Continue focus is placed on the development and use of grade-
---	--

	<p>specific vocabulary. Emphasis is placed on the elements of an effective essay (introduction, counterarguments, supportive and illustrative details, conclusion), developing organizational strategies using the chromebook and or computer as a tool for writing, and practicing a variety of writing forms (narrative, argumentative, informative, explanatory, and analytical).</p>
--	--

Modifications for ELA's Special Education and 504 students:

- Cooperative Learning Groups
- Modified Assignments
- Modified Texts
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction
- Follow all IEP and 504 modifications

**Lower Cape May Regional School District English Language Arts Grade 9 Curriculum
Evidence of Learning**

Specific Formative Assessments Utilized in Daily Lessons:

- Misconception check, student conference, 3 Minute Pause, observation, exit card, quiz, journal entry, debriefing, one sentence summary, one word summary, oral questioning, 3-2-1, quick write, directed paraphrasing, writing frames, Somebody Wanted But So, I Have the Question/Who Has the Answer?, one question and one comment, 3 Times Summarization, cold-calling, ask clarifying questions
- Kahoot, Quizlet, Google Forms

Summative Assessment Utilized throughout Units:

- QBA's
- Benchmarks listed or linked here

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

Teacher tutoring

Peer tutoring

Cooperative Learning Groups

Modified Assignments

Differentiated Instruction

Response to Intervention (www.help4teachers.com)

Follow all IEP and 504 modifications

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:

[Life and Career Standards](#)

- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:

Project-based Learning Tasks:

- Original Poem Project
- Outside Reading Project
- Extended Reading Character Biography Project
- “The Scarlet Ibis” symbol project
- *The Hunger Games* propaganda project
- *The Tragedy of Romeo and Juliet* crest project
- *To Kill a Mockingbird* Walk in Other People’s Shoes project
- Historical Context to *Animal Farm* (Honors Course)
- Found Poem project for *The Old Man and the Sea* (Honors Course)
- *Lord of the Flies* face paint project (Honors Course)

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- Multiple links will be provided through individual teachers' Google Classrooms and will vary from unit to unit, assignment to assignment

<https://www.mla.org/>

<https://owl.english.purdue.edu>

Technology:

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
- Google Docs, Google Slides, internet research, YouTube, Online Assessment Platforms like:Kahoot, Socrative and Quizlet, Google Forms through Google Classroom, turnitin.com

Resources:

- Ancillary resources and materials used to deliver instruction are included below:
 - Materials vary by teacher.
 - Chromebooks
 - Prentice Hall Literature Common Core Edition Grade 9 textbooks

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas

Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).

Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
Curriculum development Resources/Instructional Materials:	
<p>List or Link Ancillary Resources and Curriculum Materials Here:</p> <ul style="list-style-type: none"> ● http://www.state.nj.us/education/cccs/2016/ela/g0910.pdf ● http://www.state.nj.us/education/cccs/2014/career/9.pdf 	
Board of Education Approved Text(s)	
<ul style="list-style-type: none"> ● List BOE Approved text here: <ul style="list-style-type: none"> - Prentice Hall Literature Common Core Grade 9 textbook - <i>To Kill a Mockingbird</i> 	

- *The Old Man and the Sea*
- *Animal Farm*
- *Lord of the Flies*
- *The Hunger Games*

9TH GRADE LANGUAGE ARTS MODIFIED CURRICULUM

~ RESOURCE ROOM~

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum
Unit 1 Overview

Content Area: English

Unit Title: The Pact : Three Young Make a Promise and Fulfill a Dream

Target Course/Grade Level: 9/10 Resource Room

Unit Summary

Growing up in the urban environment of North Jersey, these three young men made a pact to start a journey of seeking to become medical doctors without the traditional elements of support, means or great academics. They had to work hard to accomplish their goals, but through it all they established allies, shared experiences and overcame obstacles that most of their contemporaries were unable to do. Learning their backgrounds, understanding their plight and witnessing their success becomes a truly inspirational story that a young person can relate. It would increase discussions about how they see themselves and what type of journey they see themselves departing. What kind of support system can they establish and how they intend to make it happen.

Interdisciplinary Connections:

Reading and content interpretation would be the primary connection. Career exploration would be and interdisciplinary connection, as well as, creating pathways to success.

21st Century Themes, Skills, and Standards:

(State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>

Example: Technology utilization in the form of

21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Themes: The student will learn that they are not a “victim” of their circumstances. They have the power to take advantage of every opportunity to make their dream a reality.

Skills: Preparing oneself to make this journey where the choice of their friends can be significant. Peer pressure can be both positive and negative. The book shows examples of both.

21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Core Curriculum Content Standard(s): Literacy 9-10.4 –Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibility from a range of strategies. Literacy 9-10.5 A-B Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. 9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
Characterization	Students should be able to distinguish the personalities of all three protagonists understanding why they made some of the decisions they made.
Writing	Establish a vocabulary that accompanies the reading and being able to write sentences.
Objective Test	Give periodical test about objective facts about their lives.
Group Dynamic	Create Socratic discussions about some of the moral dilemmas they are faced with when it came to their neighborhood vs. academic world.
Self Reflection	Reflect on how one would approach their own career journey. What is ones' passion and how does it come about? Who are other mentors that one could find to help along the way?
Unit Enduring Questions: <ul style="list-style-type: none"> ● .How do you decide your passion? ● .Why were they challenged because of the neighborhood they grew up in? ● .What made the difference to their success? ● What is most important to them becoming 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● .Don't give up on your dreams. ● One is not responsible for their families misdeeds. ● .You are the people you choose to have around you. ● .Know yourself.

<p>the doctors they strived to be?</p>	
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● .A true-story based on people who are from their home state. ● Understand more about what it takes to become a doctor. ● .Mentors can make a difference. ● Keep sharing your disappointments, and triumphs with someone so you can continue to be determined to accomplishing your goals. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Tangibly correlate themselves with the success of this story. ● .Possibly embark on choosing friends who are positive. ● .Understand that your dreams are blueprints for your goal-setting.

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum
Unit 2 Overview**

Content Area: Pride

Unit Title: Movie about a successful swim team from Urban Philadelphia

Target Course/Grade Level: 9/10 Freshman

Unit Summary:

- In 1970s Philadelphia, Jim Ellis (Terrence Howard), who is driven by a love of competitive swimming, fixes up an abandoned pool building with the help of a janitor named Elston (Bernie Mac). But when city officials mark the place for demolition, he fights back by founding an all-black swim team.

Interdisciplinary Connections:

- Relate to a city that is about 2 hours away. Some of the students have relatives in Philadelphia and experiences another true story born out of despair but forge excellence.

21st Century Themes, Skills, and Standards:

You are not what people think you are. You are what you perceive YOURSELF TO BE!
Relating to another leader who fought against all odds.
To demonstrate what practice can do.
Give them incentive to pursue their athletic dreams as well as academics.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit				
Writing	Compare the movie content with the book content.				
Characterization	What is the similarity in their characters of the protagonists which made them successful?				
Relationship	How can you learn to build relationships that are positive and help you reach your goals?				
Ideology	How does racism play a part in both stories? How did they not let it affect them in reaching their goals?				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">Unit Enduring Questions:</th> <th style="width: 50%; text-align: left;">Unit Enduring Understandings:</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● How does the setting of the movie drive the plot of the story? ● How does the movie relate to book we completed? ● List five things you learned about swimming that you did not know. ● Why did they feel it was so important to not let the recreation pool get demolished? </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Taking place in Philadelphia; how is the independent spirit demonstrated? ● How did the coach represent a father figure? ● What community venue would you fight for if it was being threatened to be shut down, besides school? </td> </tr> </tbody> </table>		Unit Enduring Questions:	Unit Enduring Understandings:	<ul style="list-style-type: none"> ● How does the setting of the movie drive the plot of the story? ● How does the movie relate to book we completed? ● List five things you learned about swimming that you did not know. ● Why did they feel it was so important to not let the recreation pool get demolished? 	<ul style="list-style-type: none"> ● Taking place in Philadelphia; how is the independent spirit demonstrated? ● How did the coach represent a father figure? ● What community venue would you fight for if it was being threatened to be shut down, besides school?
Unit Enduring Questions:	Unit Enduring Understandings:				
<ul style="list-style-type: none"> ● How does the setting of the movie drive the plot of the story? ● How does the movie relate to book we completed? ● List five things you learned about swimming that you did not know. ● Why did they feel it was so important to not let the recreation pool get demolished? 	<ul style="list-style-type: none"> ● Taking place in Philadelphia; how is the independent spirit demonstrated? ● How did the coach represent a father figure? ● What community venue would you fight for if it was being threatened to be shut down, besides school? 				

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● About a true story that creates inspiration. ● How important for one to not get discouraged. ● The importance of not underestimating others who are different than you. ● Practice is a necessary part of success. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Understand how important historical facts are to teach someone how to be successful. ● Create their own history. ● Make a direct correlation to the story to life events.

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum
Unit 3 Overview**

Content Area: Career Goals

Unit Title: Game of Life

Target Course/Grade Level:

Unit Summary:

Working with the guidance software Naviance, the students take their career survey and realise what they would like to do as a vocation, where they would like to live, what kind of car payment they can handle, how much is their weekly food budget, and more.

By doing this exercise the students begin to add stepping stones to their journey and visualizing what it will take to make their dreams more of a reality.

Interdisciplinary Connections:

- The students are charged with finding a used car, calculating APR Financing, creating a budget with shopping while keeping in mind their rent, entertainment and other expenses.

21st Century Themes, Skills, and Standards:

This gives the students real-life applications to their goals. Living in New York City has its challenges as to living in the Midwest. Naviance has a table of how much one would make if they were in a field of choice in Las Vegas vs. Boston.

Making decisions about roommates, going to the movies or purchasing an expensive car are all

part of the challenges they have to contend.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
PowerPoint	The students will prepare a PowerPoint presentation to show the other students their “Action Plan” and take questions upon its completion.
Research	Students would have to do research based on the early decisions they make based on the Naviance survey.
Computer Application	Exposing the students to use the on-line shopping for Acme and Shop-Rite.
Presentation	Giving them a device to change slides, the students can either stand or sit, but must explain the thinking behind their decisions. Not looking for them to just read the slides.
Personal Reflection	The greatest benefit is the student being able to take their journey into themselves as to what they want to be and how they expect to get there.
Class Selection	This exercise also allows the students to consider classes they can take in high school to get them either closer to the future endeavors or expose them to see if their choices are viable.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What are the things you can do NOW to get closer to your goals upon graduation? ● Who are some of the people in the field of your choice that inspire you? ● Why do you prefer to live in the 	<p>Unit Enduring Understanding</p> <ul style="list-style-type: none"> ● Students will find new respect for what their families do to provide food on the table through budgeting food purchases? ● Financing a car or choosing to live affordable give real-life questions that I am sure their families have had to make. ● Making more serious choices about the

<p>location you chose?</p> <ul style="list-style-type: none"> ● How do you think it will change your perspective to expose yourself to possible future jobs? 	<p>classes they can take now to guide them to future endeavors.</p> <ul style="list-style-type: none"> ● Building relationships with all in the class by revealing some of their dreams.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How difficult it was for the protagonists of both the book and movie had to make life-changing choices. ● What needs to be done to search, research and calculate the necessary to live in one’s own space. ● How answering the survey through Naviance may indicate certain vocations that cater to their personalities. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Preparation is an essential part of the journey. ● Get a better understanding of what life could be like after graduation. ● Understand the necessity in taking advantage of all the resources offered in high school that could help them reach their goals and objectives.

<p>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 4 Overview</p>
<p>Content Area: Timetable Schedule</p>
<p>Unit Title: Time is Money</p>
<p>Target Course/Grade Level:</p>

Unit Summary:

- Budgeting time is a necessary part of a successful person. Completing a chart where the students have to build in time for studying, practice, or extra-curricular activities become the lynchpin to meeting deadlines.
- After completing chart they must get it signed by parent and attempt to follow it for three weeks.
- At the end of three weeks, I will call parents to verify whether students have been abiding by the schedule and how was it working out.

Interdisciplinary Connections:

- Help students acknowledge how important their academics vs. social time is to them and to act accordingly.
- Working with their family unit it becomes another form of communication for their parents to have with their children.
- Allows me to call the parents and get feedback from me as to how their child is doing, as well as, understand the challenges they see with their child.

21st Century Themes, Skills, and Standards:

Being able to make a schedule and stick with it is an important tool. Working in various jobs whether white or blue collar one must be able to report on time, know what they are capable of and how long it will take them to carry out a task.

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
Create Schedule	Students must create a schedule that outlines their time blocking out the time spent in school. Primarily focusing on the time spent before and after school and during the weekends.
Discussion	Will meet with each student individually to discuss their decision making process to include the components.

Parental Interaction	Having the discussion with parents will encourage them to discuss expectations of their day and school responsibilities. (i.e. Student to Parent) vs. (Teacher to Student) and (Teacher to Parent).
Self Realization	Students start to discuss things they believe in by prioritizing on how they spend their time. How much they waste vs. what they can do to change it.
Unit Enduring Questions: <ul style="list-style-type: none"> ● What are some things one does to avoid doing work? ● How do you overcome that obstacle and discipline oneself to change? ● Where does one receive the most joy in doing a weekly task? ● What task would your parents prefer you to do more of and why? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● The student will understand why “Time is Money” and hopefully value their time more respectfully. ● Hopefully incorporate their parents as a partner/mentor by sharing their aspects of how they perceive time. ● See how they contend with the changes in the three week period and the parents’ personal observations.
Unit Objectives: <i>Students will know....</i> <ul style="list-style-type: none"> ● Add value to how they spend their time. ● Layer time or academics. ● Reach an understanding of their parents’ expectations. ● Share in anecdotal references of why they chose to spend their time that way. 	Unit Objectives: <i>Students will be able to.....</i> <ul style="list-style-type: none"> ● Prioritize their time and understand why it is important. ● Discuss the goal with their parents and do something in conjunction with their understanding. ● Gauge their success by doing something that is outside their comfort zone. ● Give feedback on what they discovered about themselves, if anything.

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum
Evidence of Learning**

Specific Formative Assessments Utilized in Daily Lessons:

- List examples of specific formative assessments to be utilized daily to gauge student comprehension and drive instruction here. Link [here](#) for ideas. [More ideas](#) and [here](#).
- If you utilization Kahoot, Socrative, quizlet or other online assessment platforms list those here as well.

Summative Assessment Utilized throughout Units:

- QBA's
- Benchmarks listed or linked here

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
[Life and Career Standards](#)
- As indicated in the NJSLs, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:
LINK APPROPRIATE INTERDISCIPLINARY CONNECTIONS & RELEVANT NJSLs HERE

Project-based Learning Tasks:

- Link or list here

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided

with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

- Link Research resources here.

Technology:

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:

Resources:

- Ancillary resources and materials used to deliver instruction are included below

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	

Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal

	agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
Curriculum development Resources/Instructional Materials:	
List or Link Ancillary Resources and Curriculum Materials Here:	
Board of Education Approved Text(s)	
<ul style="list-style-type: none"> List BOE Approved text here 	