

English II

UNIT 1: DESTINY

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.9–10.1. [Language. System and Structure of Language.9-10.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

L.KL.9–10.2. [Language. Knowledge of Language.9-10.2](#). Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. 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.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- B. Analyze nuances in the meaning of words with similar denotations.

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C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Reading Domain

RI.CR.9–10.1. [Reading Informational Texts.Close Reading of Text.9-10.1](#). Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. [Reading informational Texts.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. [Reading informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. [Reading informational Texts.Text Structure.9–10.4](#). Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. [Reading Informational Texts.Perspective and Purpose in Texts.9–10.5](#) Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.9–10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. [Reading Informational Texts.Analysis of an Argument.9–10.7](#). Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.CT.9–10.8. [Reading Informational.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

Writing Domain

W.AW.9–10.1. [Writing. Argumentative Writing.9-10.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

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- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.WP.9–10.4. [Writing.Writing Process.9-10.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.SE.9–10.6. [Writing.Sources of Evidence.9-10.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.9-10.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.ES.9–10.3. [Speaking and Listening.Evaluate Speakers.9-10.3](#). Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.UM.9–10.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

SL.AS.9–10.6. [Speaking and Listening.Adapt Speech.9-10.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Integration of Climate Change:

RI.CT.9–10.8. [Reading Informational.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

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SL.UM.9–10.5. Speaking and Listening.Use Media.9-10.5Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.	There are reasons and consequences to taking on debt.
9.1.12.CDM.3	Determine ways to leverage debt beneficially.	
9.1.12.CDM.9	Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.	Borrowers have rights and responsibilities.
9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
9.1.12.FP.2	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.1.12.FP.4	Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.	
9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.	
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
9.1.12.FP.7	Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).	The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences.	There are ways to align your investments with your personal financial goals.

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9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	There are strategies to improve one's professional value and marketability.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12.acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><u>Central Idea/Enduring Understanding:</u> Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.</p> <p>Various types of texts are used to communicate ideas.</p> <p>Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.</p> <p>Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.</p> <p>Effective written communication relies on choosing the proper form of writing.</p> <p>Use writing to clearly communicate ideas, incorporating technology when appropriate.</p> <p>Knowledge and ideas are developed through research by using and evaluating multiple sources to gather evidence and relevant information to form a written argument.</p> <p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> </div> <div style="width: 45%;"> <p><u>Essential/Guiding Question:</u></p> <p>To what extent do we determine our own success or failure?</p> </div> </div>		

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<p>Listening skills are critical for learning and communicating.</p> <p>Visual materials enhance understanding.</p> <p>Speak and present using multimedia formats so others can understand your ideas.</p> <p>Control of mechanics and proper grammar promote effective spoken and written communication.</p>	
<p>Content:</p> <p>Digital citizenship: internet safety, privacy online, cyberbullying, misinformation, credibility of sources</p> <p>The Sports Gene First Read: The Sports Gene Skill: Central or Main Idea Close Read: The Sports Gene</p> <p>Outliers: Story of Success First Read: Outliers Skill: Textual Evidence Skill: Greek and Latin Affixes and Roots Close Read: Outliers</p> <p>Into the Wild First Read: Into the Wild Skill: Textual Evidence Skill: Rhetoric Close Read: Into the Wild</p>	
<p>Skills(Objectives):</p> <p>L.1 WALT</p> <ul style="list-style-type: none"> demonstrate command of the conventions of standard English grammar and usage when writing or speaking <p>L.2 WALT</p> <ul style="list-style-type: none"> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing spell correctly <p>L.3 WALT</p> <ul style="list-style-type: none"> apply knowledge of language to comprehend more fully when reading, writing, speaking or listening <p>L.5 WALT</p> <ul style="list-style-type: none"> analyze nuances in the meanings of words with similar denotations <p>L.6 WALT</p> <ul style="list-style-type: none"> accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expression <p>RI.1 WALT</p> <ul style="list-style-type: none"> cite strong and thorough textual evidence determine where the text leaves the matter being studied uncertain interpret and cite a text and make relevant connections for explicit and inferential meaning pieces of textual evidence vary in strength and relevance support analysis of what the text says explicitly as well as inferentially <p>RI.10 WALT</p> <ul style="list-style-type: none"> read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed <p>RI.2 WALT</p>	

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- analyze how a central idea is developed and refined by specific details
- determine a central idea of a text
- provide an objective summary of the text

RI.3 WALT

- analyze how the author unfolds an analysis or series of ideas or events
- analyze how the points are introduced and developed
- analyze the connections that are drawn between events or ideas
- analyze the order in which the points are made
- authors make decisions regarding the organization, presentation, and connections of ideas and events

RI.4 WALT

- determine figurative, connotative, and technical meaning of words in a text
- words and phrases can have figurative, connotative, and technical meanings
- words can have a cumulative impact on meaning and tone
- analyze the impact of specific word choice on meaning and tone

RI.5 WALT

- analyze how an author's ideas or claims are developed or refined in particular sentences, paragraphs or larger portions of text
- Authors develop particular sentences, paragraphs and larger portions of the text to refine their ideas or claims

RI.6 WALT

- an author's use of rhetorical devices can advance their point of view or purpose
- analyze how an author uses rhetorical devices to advance that point of view or purpose
- determine an author's point of view or purpose in a text

RI.8 WALT

- arguments and specific claims in texts can use reasoning that is valid, relevant and sufficient

RL.1 WALT

- cite strong and thorough textual evidence
- cited evidence must be strong, thorough and relevant
- determine where the text leaves matters uncertain
- make relevant connections to support analysis
- relevant connections must be made between text support and inferences
- support analysis of what the text says explicitly as well as inferentially
- text support and inferences need to be thoroughly explained to strengthen the inference
- there can be uncertainty in texts

RL.10 WALT

- read and comprehend literature including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed

RL.2 WALT

- analyze how theme develops using specific details from the text
- every text has a central idea and related theme
- every text has a central idea and related theme
- specific details that can develop a theme
- to determine a theme or central idea of a text

RL.3 WALT

- analyze how complex characters advance the plot or develop the theme
- analyze how complex characters develop over the text
- analyze how complex characters interact with other characters
- character interactions can advance the plot and develop the theme
- character interactions should be analyzed to determine the theme

RL.4 WALT

- the figurative and connotative meanings of words and phrases are determined by how they are used in the text

RL.4 WALT

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- determine the figurative and connotative meaning of words and phrases as they are used in the text

SL.1 WALT

- actively incorporate others into the discussion
- assign individual roles
- build on others' ideas and express our ideas clearly and persuasively
- clarify, verify, or challenge ideas and conclusions
- collaborate with peers to set rules for discussions
- develop clear goals and assessment criteria
- explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas
- initiate and participate effectively in a range of collaborative discussions with peers
- justify own views
- make new connections to the evidence and reasoning presented
- propel conversations by posing and responding to questions that relate to broad themes or larger ideas
- respond to various perspectives
- summarize points of agreement and disagreement

SL.2 WALT

- diverse media formats must be evaluated for credibility, accuracy, and discrepancies across multiple sources
- evaluate the credibility and accuracy of each source
- integrate multiple sources of information presented in diverse media or formats (visually, quantitatively, qualitatively, orally)

SL.3 WALT

- apply knowledge of language to make effective choices for meaning or style
- evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- identify any false reasoning or distorted evidence
- identify any false reasoning or distorted evidence
- word choice and sentence structure can be varied to demonstrate an understanding of the influence of language

SL.5 WALT

- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- interpret figures of speech in context and analyze their role in the text

SL.6 WALT

- 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
- adapt speech to a variety of contexts and tasks
- demonstrate command of formal English
- independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

W.1 WALT

- arguments include an analysis of substantive topics or texts
- arguments must have valid reasoning and relevant and sufficient evidence to support claim(s)
- attend to the norms and conventions of the discipline in which they are writing

W.4 WALT

- clear and coherent writing is appropriate to task, purpose, and audience
- produce clear and coherent writing in which the development is appropriate to task, purpose, and audience
- produce clear and coherent writing in which the style is appropriate to task, purpose, and audience
- producing clear and coherent writing in which the organization is appropriate to task, purpose, and audience

W.5 WALT

- addressing what is most significant for a specific purpose and audience strengthens writing
- addressing what is most significant for a specific purpose and audience strengthens writing
- consult a style manual (such as MLA or APA Style)
- focus on addressing what is most significant for a specific audience and purpose
- planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing

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W.6 WALT

- technology can be used to produce, share, and update individual or shared writing projects
- use technology to produce, share, and update individual or shared writing products. use technology to link to other information

W.8 WALT

- gathering relevant information from multiple sources requires effective search techniques and selectivity

W.9 WALT

- draw evidence from nonfiction informational text to support analysis, reflection, and research

Interdisciplinary Connections:

The texts in this unit inform students' understanding of psychology and mental illness, biology, and environmental science.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit 1 Assessment
Extended Writing Project: Argumentative Essay

Other Evidence:

Reading Assignments
Writing Assignments
Skill Assignments
Blast Assignments
Common Formative Assessments
IXL

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Blasts: Students respond to the short informational texts and driving questions with 140-character or less Blast responses that allow them to practice clear concise writing. Students read and respond to one another's Blasts, creating a social learning environment that teachers can easily mediate and monitor.

First Reads: Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.

Reading Skills: Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the

Resources:

[StudySync Program](#)

<https://www.ixl.com/signin/pemb>

[Pear Assessment](#)

[GLSEN Educator Resources](#)

[Supporting LGBTQIA Youth Resource List](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

[Learning for Justice](#)

<http://youthandmedia.org/teaching-and-outreach/digital-literacy-resource-platform/>

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<p>lesson to respond to two short questions about a different passage of text from the First Read.</p> <p>Close Reads: Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.</p> <p>StudySyncTV: Episodes are included in First Read lessons in each unit.</p> <p>Writing Skills: Skill lessons break the writing process down and aid students as they learn to “write routinely over extended and shorter time frames.”</p> <p>Think-Pair-Share Turn and Talk</p>			
<p>Differentiation</p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core’s Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	<p>Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.</p> <p>Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators.</p>

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		<p>Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction. Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level</p>	dictionaries
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UNIT 2: TAKING A STAND

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.9–10.1. [Language. System and Structure of Language.9-10.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- E. Recognize spelling conventions.

L.KL.9–10.2. [Language. Knowledge of Language.9-10.2](#). Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. 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.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

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- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Reading Domain

RL.CR.9–10.1. [Reading Literature.Close Reading of Text.9-10.1](#). Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. [Reading Literature.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. [Reading Literature.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. [Reading Literature.Text Structure.9–10.4](#). Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. [Reading Literature.Perspective and Purpose in Texts.9–10.5](#). Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

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RL.MF.9–10.6. [Reading Literature.Diverse Media and Formats.9–10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.9–10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. [Reading Informational Texts.Analysis of an Argument.9–10.7](#). Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. [Reading Literature.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

Writing Domain

W.AW.9–10.1. [Writing. Argumentative Writing.9-10.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.SE.9–10.6. [Writing.Sources of Evidence.9-10.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

English II

Speaking and Listening Domain

SL.PE.9–10.1. **Speaking and Listening.Participate Effectively.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.UM.9–10.5. **Speaking and Listening.Use Media.9-10.5**Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

SL.AS.9–10.6. **Speaking and Listening.Adapt Speech.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Integration of Climate Change:

SL.UM.9–10.5. **Speaking and Listening.Use Media.9-10.5**Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.EG.3	Explain how individuals and businesses influence government policies.	There are different ways you can influence government policy to improve your financial situation.
9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.	
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.	
9.1.12.PB.2	Prioritize financial decisions by considering alternatives and	There are ways to align

English II

	possible consequences.	your investments with your personal financial goals.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.	An individual's income and benefit needs and financial plan can change over time.
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><u>Central Idea/Enduring Understanding:</u> Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.</p> <p>Various types of texts are used to communicate ideas.</p> <p>Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.</p> <p>Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.</p> <p>Effective written communication relies on choosing the proper form of writing.</p> <p>Use writing to clearly communicate ideas, incorporating technology when appropriate.</p> <p>Knowledge and ideas are developed through research by using and evaluating multiple sources to gather evidence and relevant information to form a written argument.</p> <p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p> <p>Visual materials enhance understanding.</p> <p>Speak and present using multimedia formats so others can understand your ideas.</p> <p>Control of mechanics and proper grammar promote effective spoken and written communication.</p> </div> <div style="width: 45%;"> <p><u>Essential/Guiding Question:</u></p> <p>When is it appropriate to challenge the rules?</p> </div> </div>		
<p><u>Content:</u> Animal Farm First Read: Animal Farm</p>		

English II

Skill: Theme

Close Read: Animal Farm

Fahrenheit 451

First Read: Fahrenheit 451

Skill: Tone

Skill: Figurative Language

Close Read: Fahrenheit 451

Animal Farm or Fahrenheit 451: Full Text

Parallel Reading

Novel Study with Comparative Texts

Antigone

First Read: Antigone

Skill: Character

Skill: Cultural Context

Close Read: Antigone

Skills(Objectives):

L.3 WALT

- vary word choice and sentence structure to demonstrate an understanding of the influence of language

RI.4 WALT

- determine figurative, connotative, and technical meaning of words in a text
- words and phrases can have figurative, connotative, and technical meanings
- words can have a cumulative impact on meaning and tone
- analyze the impact of specific word choice on meaning and tone

RL.1 WALT

- cite strong and thorough textual evidence
- cited evidence must be strong, thorough and relevant
- determine where the text leaves matters uncertain
- make relevant connections to support analysis
- relevant connections must be made between text support and inferences
- support analysis of what the text says explicitly as well as inferentially
- text support and inferences need to be thoroughly explained to strengthen the inference
- there can be uncertainty in texts

RL.10 WALT

- read and comprehend literature including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed

RL.2 WALT

- analyze how theme develops using specific details from the text
- every text has a central idea and related theme
- every text has a central idea and related theme
- specific details that can develop a theme
- to determine a theme or central idea of a text

RL.3 WALT

- analyze how complex characters advance the plot or develop the theme
- analyze how complex characters develop over the text
- analyze how complex characters interact with other characters
- character interactions can advance the plot and develop the theme
- character interactions should be analyzed to determine the theme

RL.4 WALT

English II

- the figurative and connotative meanings of words and phrases are determined by how they are used in the text
- analyze the cumulative impact of specific word choices on meaning and tone
- determine the figurative and connotative meaning of words and phrases as they are used in the text
- words and phrases used throughout a whole text have a cumulative impact on the text's meaning and tone

RL.5 WALT

- analyze the author's choice to create specific effects

RL.6 WALT

- analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States

SL.1 WALT

- actively incorporate others into the discussion
- assign individual roles
- build on others' ideas and express our ideas clearly and persuasively
- clarify, verify, or challenge ideas and conclusions
- collaborate with peers to set rules for discussions
- develop clear goals and assessment criteria
- explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas
- initiate and participate effectively in a range of collaborative discussions with peers
- justify own views
- make new connections to the evidence and reasoning presented
- propel conversations by posing and responding to questions that relate to broad themes or larger ideas
- respond to various perspectives
- summarize points of agreement and disagreement

SL.2 WALT

- diverse media formats must be evaluated for credibility, accuracy, and discrepancies across multiple sources
- integrate multiple sources of information presented in diverse media or formats (visually, quantitatively, qualitatively, orally)

SL.3 WALT

- apply knowledge of language to make effective choices for meaning or style
- evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- identify any false reasoning or distorted evidence
- identify any false reasoning or distorted evidence
- word choice and sentence structure can be varied to demonstrate an understanding of the influence of language

SL.5 WALT

- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- interpret figures of speech in context and analyze their role in the text

SL.6 WALT

- 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
- adapt speech to a variety of contexts and tasks
- demonstrate command of formal English
- independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

W.1 WALT

- arguments include an analysis of substantive topics or texts
- arguments must have valid reasoning and relevant and sufficient evidence to support claim(s)
- attend to the norms and conventions of the discipline in which they are writing

W.10 WALT

- write routinely for a range of tasks, purposes, and audiences
- write routinely over extended and shorter time frames

English II

<ul style="list-style-type: none"> • writing occurs over various time frames for a variety of tasks, purposes and audiences
W.5 WALT
<ul style="list-style-type: none"> • addressing what is most significant for a specific purpose and audience strengthens writing • focus on addressing what is most significant for a specific audience and purpose • planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing
W.6 WALT
<ul style="list-style-type: none"> • technology can be used to produce, share, and update individual or shared writing projects
W.8 WALT
<ul style="list-style-type: none"> • gathering relevant information from multiple sources requires effective search techniques and selectivity
W.9 WALT
<ul style="list-style-type: none"> • draw evidence from literature to support analysis, reflection, and research

Interdisciplinary Connections:

The texts in this unit inform students' understanding of communism, socialism, and facism. Students will form an understanding of ancient Greek culture and traditions.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit 2 Assessment
Extended Writing Project: Literary Analysis

Other Evidence:

Reading Assignments
Writing Assignments
Skill Assignments
Blast Assignments
Common Formative Assessments
IXL

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Blasts: Students respond to the short informational texts and driving questions with 140-character or less Blast responses that allow them to practice clear concise writing. Students read and respond to one another's Blasts, creating a social learning environment that teachers can easily mediate and monitor.

First Reads: Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.

Reading Skills: Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with

Resources:

[StudySync Program](#)

<https://www.ixl.com/signin/pemb>

[Pear Assessment](#)

[GLSEN Educator Resources](#)

[Supporting LGBTQIA Youth Resource List](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

[Learning for Justice](#)

<http://youthandmedia.org/teaching-and-outreach/digital-literacy-resource-platform/>

English II

<p>follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read.</p> <p>Close Reads: Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.</p> <p>StudySyncTV: Episodes are included in First Read lessons in each unit.</p> <p>Writing Skills: Skill lessons break the writing process down and aid students as they learn to "write routinely over extended and shorter time frames."</p> <p>Think-Pair-Share Turn and Talk</p>			
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core's Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the	Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction. Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time

English II

	<p>acquisition of content knowledge and foundational skills.</p>	<p>the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction.</p> <p>Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.</p>	<p>Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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UNIT 3: TECHNICAL DIFFICULTIES

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.9–10.1. [Language. System and Structure of Language.9-10.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- E. Recognize spelling conventions.

L.KL.9–10.2. [Language. Knowledge of Language.9-10.2](#). Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. 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.

English II

- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Reading Domain

RI.CR.9–10.1. [Reading Informational Texts.Close Reading of Text.9-10.1](#). Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. [Reading informational Texts.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. [Reading informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. [Reading informational Texts.Text Structure.9–10.4](#). Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. [Reading Informational Texts.Perspective and Purpose in Texts.9–10.5](#). Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

English II

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.9–10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. [Reading Informational Texts.Analysis of an Argument.9–10.7](#). Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.CT.9–10.8. [Reading Informational.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

Writing Domain

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.9-10.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WR.9–10.5. [Writing.Writing Research.9-10.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.SE.9–10.6. [Writing.Sources of Evidence.9-10.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

English II

Speaking and Listening Domain

SL.PE.9–10.1. **Speaking and Listening.Participate Effectively.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. **Speaking and Listening.Integrate Information.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. **Speaking and Listening.Evaluate Speakers.9-10.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. **Speaking and Listening.Present Information.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. **Speaking and Listening.Use Media.9-10.5**Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

SL.AS.9–10.6. **Speaking and Listening.Adapt Speech.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Integration of Climate Change:

RI.CT.9–10.8. **Reading Informational.Comparison of Texts.9–10.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

W.WR.9–10.5. **Writing.Writing Research.9-10.5.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

SL.UM.9–10.5. **Speaking and Listening.Use Media.9-10.5**Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

English II

Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	
9.1.12.EG.3	Explain how individuals and businesses influence government policies.	There are different ways you can influence government policy to improve your financial situation.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.	
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).	Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's
9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).	

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		rights.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.	Cultivating online reputations for employers and academia requires separating private and professional digital identities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.	<p>Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention.</p> <p>Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</p>
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).	
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).	Digital tools such as artificial intelligence, image enhancement and analysis,

English II

9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).	and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.
9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).	In order for members of our society to participate productively, information needs to be shared accurately and ethically.
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).	
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.AL.IPRET.4).	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<p><u>Central Idea/Enduring Understanding:</u> Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.</p> <p>Various types of texts are used to communicate ideas.</p> <p>Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.</p> <p>Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.</p> <p>Effective written communication relies on choosing the proper form of writing.</p>		<p><u>Essential/Guiding Question:</u></p> <p>What responsibility do we have for what we create?</p>

English II

<p>Use writing to clearly communicate ideas, incorporating technology when appropriate.</p> <p>Knowledge and ideas are developed through research by using and evaluating multiple sources to gather evidence and relevant information to form a written argument.</p> <p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p> <p>Visual materials enhance understanding.</p> <p>Speak and present using multimedia formats so others can understand your ideas.</p> <p>Control of mechanics and proper grammar promote effective spoken and written communication.</p>	
<p><u>Content:</u></p> <p><i>Choose 3 of the following:</i></p> <p>“Einstein’s Letter to the President” First Read: Einstein’s Letter to the President Skill: Author’s Purpose and Point of View Close Read: Einstein’s Letter to the President</p> <p>Silent Spring First Read: Silent Spring Skill: Informational Text Structure Close Read: Silent Spring</p> <p>“Shading the Earth” First Read: Shading the Earth Skill: Arguments and Claims Close Read: Shading the Earth</p> <p>“De-Extinction: The Science and Ethics of Bringing Lost Species Back to Life” First Read: De-Extinction Skill: Informational Text Structure Close Read: De-Extinction</p>	
<p><u>Skills(Objectives):</u></p> <p>L.2 WALT:</p>	

English II

- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.6 WALT:

- accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expression

RI.1 WALT:

- cite strong and thorough textual evidence
- determine where the text leaves the matter being studied uncertain
- interpret and cite a text and make relevant connections for explicit and inferential meaning
- pieces of textual evidence vary in strength and relevance
- support analysis of what the text says explicitly as well as inferentially

RI.10 WALT:

- read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed

RI.2 WALT:

- analyze how a central idea is developed and refined by specific details

RI.3 WALT:

- analyze how the author unfolds an analysis or series of ideas or events
- analyze how the points are introduced and developed
- analyze the connections that are drawn between events or ideas
- analyze the order in which the points are made
- authors make decisions regarding the organization, presentation, and connections of ideas and events

RI.4 WALT:

- determine figurative, connotative, and technical meaning of words in a text
- words and phrases can have figurative, connotative, and technical meanings
- words can have a cumulative impact on meaning and tone
- analyze the impact of specific word choice on meaning and tone

RI.5 WALT:

- analyze how an author's ideas or claims are developed or refined in particular sentences, paragraphs or larger portions of text
- authors develop particular sentences, paragraphs and larger portions of the text to refine their ideas or claims

RI.6 WALT:

- an author's use of rhetorical devices can advance their point of view or purpose
- analyze how an author uses rhetorical devices to advance that point of view or purpose
- determine an author's point of view or purpose in a text

RI.7 WALT

- analyze various perspectives as presented in different mediums.
- determine which details from different mediums (print and multimedia) are emphasized in each account
- different details can be emphasized in different mediums about a given topic
- different mediums can present different perspectives on a given topic (e.g., a person's life story)

RI.8 WALT:

- arguments and specific claims in texts can use false statements and reasoning
- arguments and specific claims in texts can use reasoning that is valid, relevant and sufficient

RI.9 WALT:

- analyze documents of historical and literary significance, including how they relate in terms of themes and significant concepts
- certain historical and literary documents are significant for their themes, purposes, and rhetorical features
- reflect on documents of historical and literary significance, including how they relate in terms of themes and significant concepts

SL.1 WALT:

- actively incorporate others into the discussion
- assign individual roles
- build on others' ideas and express our ideas clearly and persuasively
- clarify, verify, or challenge ideas and conclusions

English II

- collaborate with peers to set rules for discussions
- develop clear goals and assessment criteria
- explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas
- initiate and participate effectively in a range of collaborative discussions with peers
- justify own views
- make new connections to the evidence and reasoning presented
- propel conversations by posing and responding to questions that relate to broad themes or larger ideas
- respond to various perspectives
- summarize points of agreement and disagreement

SL.2 WALT:

- diverse media formats must be evaluated for credibility, accuracy, and discrepancies across multiple sources
- evaluate the credibility and accuracy of each source
- integrate multiple sources of information presented in diverse media or formats (visually, quantitatively, qualitatively, orally)
- apply knowledge of language to make effective choices for meaning or style
- evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- identify any false reasoning or distorted evidence
- identify any false reasoning or distorted evidence
- word choice and sentence structure can be varied to demonstrate an understanding of the influence of language

SL.5 WALT:

- demonstrate understanding of figurative language, word relationships, and nuances in word meanings

SL.6 WALT:

- 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

SL.6 WALT:

- adapt speech to a variety of contexts and tasks
- demonstrate command of formal English

W.2 WALT:

- articulate implications or the significance of the topic
- attend to the norms and conventions of writing to appropriate to the audience and purpose
- develop the topic with examples that are appropriate to the audience's knowledge of the topic
- develop topic with well-chosen, relevant, and sufficient facts, definitions, concrete details, quotations, or other information
- effectively include formatting, graphics and multimedia to aid comprehension
- establish and maintain a consistent style and tone
- informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content
- introduce a topic; organize ideas, concepts, and information to make important connections and distinctions
- provide a conclusion that supports the information or explanation presented
- use appropriate and varied transitions to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
- use precise language and domain-specific vocabulary to manage the complexity of the topic

W.8 WALT:

- gathering relevant information from multiple sources requires effective search techniques and selectivity

Interdisciplinary Connections:

The texts in this unit inform students' understanding of science, medical arts, World War II, Earth Science, and United States history.

Stage 2: Assessment Evidence

English II

Performance Task(s): End of Unit 3 Assessment Extended Writing Project: Informative/Explanatory Writing	Other Evidence: Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL
Stage 3: Learning Plan	
Learning Opportunities/Strategies: Blasts: Students respond to the short informational texts and driving questions with 140-character or less Blast responses that allow them to practice clear concise writing. Students read and respond to one another's Blasts, creating a social learning environment that teachers can easily mediate and monitor. First Reads: Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text. Reading Skills: Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read. Close Reads: Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response. StudySyncTV: Episodes are included in First Read lessons in each unit.	Resources: StudySync Program https://www.ixl.com/signin/pemb Pear Assessment GLSEN Educator Resources Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities Learning for Justice http://youthandmedia.org/teaching-and-outreach/digital-literacy-resource-platform/

English II

<p>Writing Skills: Skill lessons break the writing process down and aid students as they learn to “write routinely over extended and shorter time frames.”</p> <p>Think-Pair-Share Turn and Talk</p>			
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core’s Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	<p>Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.</p> <p>Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction.</p> <p>Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

English II

		are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.	
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UNIT 4: THE HUMAN CONNECTION

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.9–10.1. [Language. System and Structure of Language.9-10.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- E. Recognize spelling conventions.

L.KL.9–10.2. [Language. Knowledge of Language.9-10.2](#). Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. 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.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

English II

- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Reading Domain

RL.CR.9–10.1. [Reading Literature.Close Reading of Text.9-10.1.](#) Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. [Reading Literature.Central Ideas and Themes of Texts.9-10.2.](#) Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. [Reading Literature.Interactions Among Text Elements.9–10.3.](#) Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. [Reading Literature.Text Structure.9–10.4.](#) Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. [Reading Literature.Perspective and Purpose in Texts.9–10.5.](#) Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.MF.9–10.6. [Reading Literature.Diverse Media and Formats.9–10.6.](#) Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. [Reading Literature.Comparison of Texts.9–10.8.](#) Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

English II

Writing Domain

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

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.SE.9–10.6. **Writing.Sources of Evidence.9-10.6.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. **Writing.Range of Writing.9-10.7.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.9–10.1. **Speaking and Listening.Participate Effectively.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.UM.9–10.5. **Speaking and Listening.Use Media.9-10.5**Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

SL.AS.9–10.6. **Speaking and Listening.Adapt Speech.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Integration of Climate Change:

SL.UM.9–10.5. **Speaking and Listening.Use Media.9-10.5**Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

English II

Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	
9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.	There are different ways you can influence government policy to improve your financial situation.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.	An individual's income and benefit needs and financial plan can change over time.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	
<u>Central Idea/Enduring Understanding:</u> Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. Various types of texts are used to communicate ideas. Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument. Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels. Effective written communication relies on choosing the proper form of writing. Use writing to clearly communicate ideas, incorporating technology when appropriate.		<u>Essential/Guiding Question:</u> How do our interactions define us?

English II

<p>Knowledge and ideas are developed through research by using and evaluating multiple sources to gather evidence and relevant information to form a written argument.</p> <p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p> <p>Visual materials enhance understanding.</p> <p>Speak and present using multimedia formats so others can understand your ideas.</p> <p>Control of mechanics and proper grammar promote effective spoken and written communication.</p>	
<p>Content: Night: Full Text Parallel Reading Novel Study with Comparative Texts</p> <p>Hotel Rwanda First Read: Hotel Rwanda Skill: Story Structure Close Read: Hotel Rwanda</p> <p>“Catch the Moon” First Read: Catch the Moon Skill: Character Close Read: Catch the Moon</p>	
<p>Skills(Objectives): L.2 WALT: <ul style="list-style-type: none">demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingL.6 WALT: <ul style="list-style-type: none">accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expressionRI.1 WALT: <ul style="list-style-type: none">cite strong and thorough textual evidencedetermine where the text leaves the matter being studied uncertaininterpret and cite a text and make relevant connections for explicit and inferential meaningpieces of textual evidence vary in strength and relevancesupport analysis of what the text says explicitly as well as inferentiallyRI.2 WALT: <ul style="list-style-type: none">analyze how a central idea is developed and refined by specific detailsdetermine a central idea of a textRI.3 WALT:</p>	

English II

- analyze how the author unfolds an analysis or series of ideas or events
- analyze how the points are introduced and developed
- analyze the connections that are drawn between events or ideas
- analyze the order in which the points are made
- authors make decisions regarding the organization, presentation, and connections of ideas and events

RI.4 WALT:

- words can have a cumulative impact on meaning and tone
- analyze the impact of specific word choice on meaning and tone

RI.5 WALT:

- authors develop particular sentences, paragraphs and larger portions of the text to refine their ideas or claims

RI.6 WALT:

- an author's use of rhetorical devices can advance their point of view or purpose
- analyze how an author uses rhetorical devices to advance that point of view or purpose
- determine an author's point of view or purpose in a text

RL.1 WALT:

- cite strong and thorough textual evidence
- cited evidence must be strong, thorough and relevant
- determine where the text leaves matters uncertain
- make relevant connections to support analysis
- relevant connections must be made between text support and inferences
- support analysis of what the text says explicitly as well as inferentially
- text support and inferences need to be thoroughly explained to strengthen the inference
- there can be uncertainty in texts

RL.2 WALT:

- specific details that can develop a theme
- to determine a theme or central idea of a text
- to provide an objective summary of the text

RL.3 WALT:

- analyze how complex characters advance the plot or develop the theme
- analyze how complex characters develop over the text
- analyze how complex characters interact with other characters
- character interactions can advance the plot and develop the theme
- character interactions should be analyzed to determine the theme

RL.4 WALT:

- determine the figurative and connotative meaning of words and phrases as they are used in the text
- words and phrases used throughout a whole text have a cumulative impact on the text's meaning and tone

RL.6:

- analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States

SL.1 WALT:

- assign individual roles
- build on others' ideas and express our ideas clearly and persuasively
- clarify, verify, or challenge ideas and conclusions
- collaborate with peers to set rules for discussions
- develop clear goals and assessment criteria
- explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas
- initiate and participate effectively in a range of collaborative discussions with peers
- justify own views
- make new connections to the evidence and reasoning presented
- propel conversations by posing and responding to questions that relate to broad themes or larger ideas
- respond to various perspectives
- summarize points of agreement and disagreement

English II

SL.2 WALT:

- diverse media formats must be evaluated for credibility, accuracy, and discrepancies across multiple sources
- evaluate the credibility and accuracy of each source
- integrate multiple sources of information presented in diverse media or formats (visually, quantitatively, qualitatively, orally)

SL.5 WALT:

- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- interpret figures of speech in context and analyze their role in the text

W.3 WALT:

- engage and orient the reader by developing experiences, events, and/or characters
- engage and orient the reader by introducing a narrator and/or characters
- engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view
- provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
- use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
- use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- written narratives, real or imagined, should use effective techniques and well-chosen details, and well-structured event sequencing

W.5 WALT:

- addressing what is most significant for a specific purpose and audience strengthens writing
- planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing

Interdisciplinary Connections:

The texts in this unit inform students' understanding of the Holocaust, genocide, and African history.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit 4 Assessment
Extended Writing Project: Narrative Writing

Other Evidence:

Reading Assignments
Writing Assignments
Skill Assignments
Blast Assignments
Common Formative Assessments
IXL

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Blasts: Students respond to the short informational texts and driving questions with 140-character or less Blast responses that allow them to practice clear concise writing. Students read and respond to one another's Blasts, creating a social learning environment that teachers can easily mediate and monitor.

First Reads: Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions

Resources:

[StudySync Program](#)

<https://www.ixl.com/signin/pemb>

[Pear Assessment](#)

[GLSEN Educator Resources](#)

[Supporting LGBTQIA Youth Resource List](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

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<p>asking students to provide textual evidence to support their understanding of the text.</p> <p>Reading Skills: Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this “we do” portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read.</p> <p>Close Reads: Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.</p> <p>StudySyncTV: Episodes are included in First Read lessons in each unit.</p> <p>Writing Skills: Skill lessons break the writing process down and aid students as they learn to “write routinely over extended and shorter time frames.”</p> <p>Think-Pair-Share Turn and Talk</p>	<p>Learning for Justice</p> <p>http://youthandmedia.org/teaching-and-outreach/digital-literacy-resource-platform/</p> <p>NJ Commission on Holocaust Education</p>		
<p>Differentiation</p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at	Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited

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<p>The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.</p>	<p>least one text drawn from the Common Core's Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.</p>	<p>divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.</p> <p>Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction.</p> <p>Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.</p>	<p>to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Pacing Guide

Course	Content/Resources	Assessed Standards
Unit 1: Destiny		
24 Days		L.SS.9-10.1 L.SS.9-10.1 A L.SS.9-10.1 B L.SS.9-10.1 C L.SS.9-10.1 D L.SS.9-10.1 E L.KL.9-10.2 L.KL.9-10.2 A L.KL.9-10.2 B L.KL.9-10.2 C L.VL.9-10.3 L.VL.9-10.3 A L.VL.9-10.3 B L.VL.9-10.3 C L.VL.9-10.3 D L.VL.9-10.3 E L.VI.9-10.4 B L.VI.9-10.4 C RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.TS.9-10.4 RI.PP.9-10.5 RI.MF.9-10.6 RI.AA.9-10.7 RI.CT.9-10.8 W.AW.9-10.1 W.AW.9-10.1 A W.AW.9-10.1 B W.AW.9-10.1 C W.AW.9-10.1 D W.AW.9-10.1 E W.WP.9-10.4 W.SE.9-10.1.6 W.RW.9-10.1.7 SL.PE.9-10.1 SL.PE.9-10.1 B SL.PE.9-10.1 C SL.PE.9-10.1 D SL.ES.9-10.3 SL.UM.9-10.5 SL.AS.9-10.6
Relationships, Routines and Procedures	(2 Days) <ul style="list-style-type: none"> Building Relationships Icebreakers 	
IXL Initial Diagnostic Daily IXL Independent Practice	IXL : Pre-Assessment: IXL Diagnostic (1 Day)	
Reading Informational	Study Sync Program <i>The Sports Gene</i> (4 Days) <ul style="list-style-type: none"> First Read: The Sports Gene Skill: Central or Main Idea Close Read: The Sports Gene 	
Reading Informational	Study Sync Program <i>Outliers: Story of Success</i> (5 Days) <ul style="list-style-type: none"> First Read: Outliers Skill: Textual Evidence Skill: Greek and Latin Affixes and Roots Close Read: Outliers 	
CFA 1 (Unit 1, CFA 1)	Pear Assessment (0.25 Day)	
Reading Informational	Study Sync Program <i>Into the Wild</i> (5 Days) <ul style="list-style-type: none"> First Read: Into the Wild Skill: Textual Evidence Skill: Rhetoric Close Read: Into the Wild 	
CFA 2 (Unit 1, CFA 2)	Pear Assessment (0.25 Day)	
RST (Argumentative)	Study Sync Program Extended Writing Project (5.5 Days)	
Writing Process		
End of Unit 1 Assessment	Pear Assessment (1 Day) Additional Resources: GLSEN Educator Resources Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities Learning for Justice	

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	Youth and Media: Digital Literacy Resource Platform	
Unit 2: Taking a Stand		
23 Days		L.SS.9-10.1 L.SS.9-10.1 A L.SS.9-10.1 B L.SS.9-10.1 E L.KL.9-10.2 L.KL.9-10.2 A L.KL.9-10.2 B L.KL.9-10.2 C L.VL.9-10.3 L.VL.9-10.3 A L.VL.9-10.3 B L.VL.9-10.3 C L.VL.9-10.3 D L.VL.9-10.3 E L.VI.9-10.4 L.VI.9-10.4 A L.VI.9-10.4 C RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.TS.9-10.4 RL.PP.9-10.5 RL.MF.9-10.6 RI.MF.9-10.6 RI.AA.9-10.7 RL.CT.9-10.8 W.AW.9-10.1 W.AW.9-10.1 A W.AW.9-10.1 B W.AW.9-10.1 C W.AW.9-10.1 D W.AW.9-10.1 E W.SE.9-10.6 W.RW.9-10.7 SL.PE.9-10.1 SL.PE.9-10.1 B SL.PE.9-10.1 C SL.PE.9-10.1 D SL.UM.9-10.5 SL.AS.9-10.6
Daily IXL Independent Practice	IXL	
Reading Literature	<p>Use excerpt opposite of full text reading</p> <p>Study Sync Program <i>Animal Farm</i> - Excerpt (4 Days)</p> <ul style="list-style-type: none"> First Read: Animal Farm Skill: Theme Close Read: Animal Farm <p>Study Sync Program <i>Fahrenheit 451</i> - Excerpt (4 Days)</p> <ul style="list-style-type: none"> First Read: Fahrenheit 451 Skill: Tone Skill: Figurative Language Close Read: Fahrenheit 451 	
CFA 3 (Unit 2, CFA 1)	Pear Assessment (0.25 Day)	
Reading Literature	<p>Study Sync Program <i>Antigone</i> (4 Days)</p> <ul style="list-style-type: none"> First Read: Antigone Skill: Character Skill: Cultural Context Close Read: Antigone 	
CFA 4 (Unit 2, CFA 2)	Pear Assessment (0.25 Day)	
Reading Literature	<p>Choose one</p> <p>Study Sync Program <i>Animal Farm</i> or <i>Fahrenheit 451</i>- Full Text (8 Days)</p> <ul style="list-style-type: none"> Parallel Reading Novel Study with Comparative Texts 	
LAT (Argumentative or Informative)	<p>Study Sync Program Extended Writing Project (5.5 Days)</p> <p>Pear Assessment (1 Day)</p>	
End of Unit 2 Assessment	<p>Additional Resources:</p> <p>GLSEN Educator Resources</p> <p>Supporting LGBTQIA Youth Resource List</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p> <p>Learning for Justice</p>	

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	Youth and Media: Digital Literacy Resource Platform	
Unit 3: Technical Difficulties		
22 Days		L.SS.9-10.1 L.SS.9-10.1 A L.SS.9-10.1 B L.SS.9-10.1 E L.KL.9-10.2 L.KL.9-10.2 A L.KL.9-10.2 B L.KL.9-10.2 C L.VL.9-10.3 L.VL.9-10.3 A L.VL.9-10.3 B L.VL.9-10.3 C L.VL.9-10.3 D L.VL.9-10.3 E L.VI.9-10.4 B L.VI.9-10.4 C RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.TS.9-10.4 RI.PP.9-10.5 RI.MF.9-10.6 RI.AA.9-10.7 RI.CT.9-10.8 W.IW.9-10.2 W.IW.9-10.2 A W.IW.9-10.2 B W.IW.9-10.2 C W.IW.9-10.2 D W.IW.9-10.2 E W.IW.9-10.2 F W.WR.9-10.5 W.SE.9-10.6 W.RW.9-10.7 SL.PE.9-10.1 SL.PE.9-10.1 A SL.PE.9-10.1 C SL.PE.9-10.1 D SL.II.9-10.2 SL.ES.9-10.3 SL.PI.9-10.4 SL.UM.9-10.5 SL.AS.9-10.6
Daily IXL Independent Practice	IXL	
Reading Informational	Study Sync Program “Einstein’s Letter to the President” (5 Days) <ul style="list-style-type: none"> First Read: Einstein’s Letter to the President Skill: Author’s Purpose and Point of View Close Read: Einstein’s Letter to the President 	
CFA 5 (Unit 3, CFA 1)	Pear Assessment (0.25 Day)	
Reading Informational	Study Sync Program <i>Silent Spring</i> (5 Days) <ul style="list-style-type: none"> First Read: Silent Spring Skill: Informational Text Structure Close Read: Silent Spring 	
CFA 6 (Unit 3, CFA 2)	Pear Assessment (0.25 Day)	
Reading Informational	Study Sync Program “De-Extinction: The Science and Ethics of Bringing Lost Species Back to Life” (5 Days) <ul style="list-style-type: none"> First Read: De-Extinction Skill: Informational Text Structure Close Read: De-Extinction 	
RST (Informative)	Study Sync Program Extended Writing Project (5.5 Days)	
End of Unit 3 Assessment	Pear Assessment (1 Day) Additional Resources: GLSEN Educator Resources Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities Learning for Justice Youth and Media: Digital Literacy Resource Platform	

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Unit 4: Human Connection		
21 Days		L.SS.9-10.1 L.SS.9-10.1A L.SS.9-10.1B L.SS.9-10.1C L.SS.9-10.1D L.SS.9-10.1E L.KL.9-10.2 L.KL.9-10.2A L.KL.9-10.2B L.KL.9-10.2C L.VL.9-10.3 L.VL.9-10.3 A L.VL.9-10.3 B L.VL.9-10.3 C L.VL.9-10.3 D L.VL.9-10.3 E L.VI.9-10.4 L.VI.9-10.4 A L.VI.9-10.4 C RL.CR.9-10.1 RL.CI.9-10.2 RL.TS.9-10.4 RL.PP.9-10.5 RL.MF.9-10.6 RL.CT.9-10.8 W.NW.9-10.3 W.NW.9-10.3 A W.NW.9-10.3 B W.NW.9-10.3 C W.NW.9-10.3 D W.NW.9-10.3 E W.SE.9-10.6 W.RW.9-10.7 SL.PE.9-10.1 SL.PE.9-10.1 C SL.PE.9-10.1 D SL.UM.9-10.5 SL.AS.9-10.6
Daily IXL Independent Practice	IXL	
Reading Informational	Choose 2 of the 3 following texts: Study Sync Program <i>Hotel Rwanda</i> (3 Days) <ul style="list-style-type: none"> First Read: Hotel Rwanda Skill: Story Structure Close Read: Hotel Rwanda 	
CFA 7 (Unit 4, CFA 1)	Pear Assessment (0.25 Day)	
Reading Literature	Study Sync Program "Catch the Moon"(3 Days) <ul style="list-style-type: none"> First Read: Catch the Moon Skill: Character Close Read: Catch the Moon 	
Reading Informational	Study Sync Program An American Childhood (3 Days) <ul style="list-style-type: none"> First Read: An American Childhood Skill: Figurative Language Close Read: An American Childhood 	
CFA 8 (Unit 4, CFA 2)	Pear Assessment (0.25 Day)	
Reading Informational	Study Sync Program <i>Night</i> - Full Text (8 Days) <ul style="list-style-type: none"> Parallel Reading Novel Study with Comparative Texts 	
Narrative Writing	Study Sync Program Extended Writing Project (5.5 Days)	
End of Unit 4 Assessment	Pear Assessment (1 Day) Additional Resources: GLSEN Educator Resources Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities Learning for Justice Youth and Media: Digital Literacy Resource Platform NJ Commission on Holocaust Education	