

Hillsborough Township Public Schools  
Grade 9  
English I

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessments (*required)	Interdisciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit 1: Historical Fiction / Narrative Part 1 (4 weeks)</b>	<p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>Author's choice: Why does it matter?</p> <p>What makes a story a "great" story?</p> <p>What do good writers do?</p> <p>What's my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>What do good writers do?</p> <p>When a word doesn't make sense, what can I</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows</p>	<p><b>R1:</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>R2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>R3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p><b>RL.9-10.1</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.</p>	<p>Distinguish between literal language and figurative language.</p> <p>Recognize the difference between denotative meanings and connotative meanings.</p> <p>Analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text.</p> <p>Define points of view</p> <p>Determine an author's point of view and explain his/her purpose for writing the text.</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Expository Essay prewriting</li> <li>- Graphic Organizers</li> <li>- Class Discussions</li> <li>- Journal reflections</li> <li>- Quote Analysis*</li> <li>- Peer editing/revision</li> <li>- Paragraph structure *</li> <li>- Worksheets</li> <li>- Close Reading</li> <li>- Characterization Annotations</li> <li>- Guided Reading Notes</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>- Tests and Quizzes</li> <li>- Expository Essay</li> <li>- Short Constructed Responses*</li> <li>- Annotations</li> <li>- Projects</li> </ul> <p><b>Common:</b></p>	<p><b>NJ.SS.6.1.12.D.3.e</b> Determine the impact of religious and social movements on the development of American culture, literature, and art.</p> <p><b>NJ.SS.6.3.12.5</b> Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.</p> <p><b>NJ.SS.6.1.12.D.14.e</b> Evaluate the role of religion on cultural and social</p>	<p><b>CRP4</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP11</b> Use technology to enhance productivity.</p> <p><b>9.2.4.A.1</b> Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p><b>9.3.12.ED.2</b> Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts.</p> <p><b>9.3.12.ED.5</b> Demonstrate</p>

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	<p>do?</p> <p>How do I use what I know to figure out what I don't know?</p> <p>In what ways does the creative choice impact the audience?</p>	<p>an effective reader to gain insight and strengthen understanding.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Effective readers, writers, and listeners use knowledge of language to make</p>	<p><b>R4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><b>R5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p><b>R7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>R10:</b> Read and</p>	<p><b>RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.5</b> Analyze how an</p>	<p>Identify claims that are supported by facts(s) and those that are opinions.</p> <p>Analyze how different documents address related themes and concepts.</p> <p>Determine how the time period and point of view of an author affects his/her perspective on a theme or concept.</p> <p>Analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society.</p> <p>Present my position in a formal style that includes an introduction, supporting details</p>	- MP1 CA1*	<p>mores, public opinion, and political decisions.</p> <p>group collaboration skills to enhance professional education and training practice.</p> <p><b>9.3.12.ED.11</b> Demonstrate group management skills that enhance professional education and training practice.</p>
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		appropriate choices when presenting information and to clarify meaning when reading or listening.	comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  <b>W2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  <b>W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b>W5:</b> Develop and strengthen writing as needed by planning, revising,	author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).  <b>RL.9-10.7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).  <b>RL.9-10.9</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and	with transitions that create cohesion and clarify relationships, and provide a concluding statement/section that supports my claim.  Define common organizational/formatting structures (e.g., headings, graphics, multimedia) and determine the structures that will allow me to organize my complex ideas best.  Analyze the information, identify domain-specific vocabulary for my topic, and organize information into broader categories using my chosen structure(s).  Present information			
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			<p>editing, rewriting, or trying a new approach.</p> <p><b>W6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>W7:</b> Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W10:</b> Write</p>	<p>background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p><b>RL.9-10.10</b> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p><b>RI.9-10.1</b></p>	<p>maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions (to clarify and create cohesion when moving from one idea to another), and concluding statement/section that supports the information presented.</p> <p>Use organizational/formatting structures (graphic organizers) to develop writing ideas.</p> <p>Compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p> <p>Define textual evidence.</p>			
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			<p>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.</p> <p><b>SL1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>SL3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>SL4:</b> Present information, findings, and supporting evidence such that</p>	<p>Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RI.9-10.10:</b> By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p><b>W.9-10.2</b> A. Introduce a</p>	<p>Determine how textual evidence supports analysis, reflection, and/or research.</p> <p>Compose written responses and include textual evidence to strengthen analysis, reflection, and /or research.</p> <p>Recognize that different writing tasks require varied time frames to complete.</p> <p>Determine a writing format/style to fit the task, purpose, and/or audience.</p> <p>Write for a variety of reasons.</p> <p>Research materials to be discussed and determine key points and/or central ideas.</p>			
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			<p>listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>SL5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><b>SL6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>L1:</b> Demonstrate command of the conventions of standard English grammar and usage when</p>	<p>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 aiding comprehension</p> <p>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.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships</p>	<p>Create questions and locate key textual evidence to contribute to a discussion on the given topic, text or issue.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on personal ideas and/or the ideas of others to propel the discussion.</p> <p>Identify various purposes for presenting information to a reader or audience.</p> <p>Analyze the information presented in diverse media and formats and integrate the information to gain an overall understanding of</p>			
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			<p>writing or speaking.</p> <p><b>L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general</p>	<p>among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p><b>W.9-10.4</b> Produce</p>	the topic presented.			
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			<p>and specialized reference materials, as appropriate.</p> <p><b>L5:</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up</p>				
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				<p>to and including grades 9–10).</p> <p><b>W.9-10.6</b> Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>W.9-10.7</b> 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</p>				
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				<p>investigation.</p> <p><b>W.9-10.9</b> A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]”). B. Apply grades 9–10 Reading standards to nonfiction informational (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>				
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				<p><b>W.9-10.10</b> 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.</p> <p><b>SL.9-10.1</b> 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</p>				
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				<p>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.</p> <p><b>SL.9-10.4</b> Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are</p>				
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				<p>appropriate to task, purpose, and audience.</p> <p><b>SL.9-10.5</b> 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.</p> <p><b>SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> <p><b>L.9-10.1</b> B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional,</p>				
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				<p>absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.9-10.2</b> B. Use a colon to introduce a list or quotation. C. Spell correctly.</p> <p><b>L.9-10.3</b> Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p><b>L.9-10.4</b> A. Use context (e.g., the overall</p>				
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				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. 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. D. Verify the preliminary determination of the meaning of a				
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				<p>word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L.9-10.5</b> A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p><b>L.9-10.6</b> 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>				
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<b>Unit 2: Historical Fiction / Narrative Part 2 (6 weeks)</b>	What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.	<b>R1:</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<b>RL.9-10.1</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	Distinguish between literal language and figurative language.	<b>Formative:</b> - Graphic Organizers - Class Discussions - Group Discussions - Journal reflections - Worksheets - Quote Analysis* - Narrative pre-writing - Close Reading - Annotations  <b>Summative:</b> - Narrative Writing* - Presentations - Tests and Quizzes - Projects - Short Constructed Responses - Quote Analysis* - Text Analysis  <b>Common:</b> - MP1 CA2*	<b>NJ.SS.6.1.12.A.8.c</b> Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.  <b>NJ.SS.6.1.12.D.14.e</b> Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.  <b>NJ.SS.6.3.12.5</b> Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.	<b>CRP5</b> Consider the environmental, social and economic impacts of decisions.  <b>CRP.6</b> Demonstrate creativity and innovation.  <b>CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.  <b>CRP11</b> Use technology to enhance productivity.  <b>9.3.12.ED.2</b> Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts.  <b>9.3.12.ED.5</b> Demonstrate group collaboration skills to enhance professional education and
	Am I clear about what I just read? How do I know?				Recognize the difference between denotative meanings and connotative meanings.			
	Author's choice: Why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.						
	What makes a story a "great" story?							
	What do good writers do?		<b>R2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.	Analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text.			
	What's my purpose and how do I develop it?	Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.			Define points of view and evaluate points of view			
	Writing clearly: What makes a difference?		<b>R3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		Use POV variation in writing			
	Why write?							
	What do good writers do?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.						
	What makes collaboration meaningful?		<b>R4:</b> Interpret words and phrases as they are used in a text, including determining	<b>RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or	Determine an author's point of view and explain his/her purpose for writing the text.			
	Making meaning from a variety of sources: What will	Effective readers						

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	<p>help?</p> <p>Communicating clearly: What does it take?</p> <p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p> <p>In what ways does the creative choice impact the audience?</p> <p>What makes a presentation "great"?</p> <p>Why do the rules of language matter?</p>	<p>and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Effective communication of ideas when</p>	<p>technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><b>R5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p><b>R7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>R9:</b> Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to</p>	<p>conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.5</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and</p>	<p>Identify claims that are supported by facts(s) and those that are opinions.</p> <p>Analyze how different documents address related themes and concepts.</p> <p>Determine how the time period and point of view of an author affects his/her perspective on a theme or concept.</p> <p>Analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society.</p> <p>Present my position in a formal style that includes an introduction, supporting details with transitions</p>	<p><b>NJ.SS.6.1.12.13</b> The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.</p> <p><b>NJ.SS.6.3.12</b> Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p><b>NJ.ET.8.1C</b></p>	<p>training practice.</p>
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		<p>speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting</p>	<p>compare the approaches the authors take.</p> <p><b>R10:</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p><b>W2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p><b>RL.9-10.7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p><b>RL.9-10.9</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work</p>	<p>that create cohesion and clarify relationships, and provide a concluding statement/section that supports my argument.</p> <p>Define common organizational/formatting structures (e.g., headings, graphics, multimedia) and determine the structures that will allow me to organize my complex ideas best.</p> <p>Analyze the information, identify domain-specific vocabulary for my topic, and organize information into broader categories using my chosen structure(s).</p> <p>Present information maintaining an</p>		<p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>	
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		information and to clarify meaning when reading or listening.	<p><b>W5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>W7:</b> Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>W9:</b> Draw evidence from literary or informational texts to support</p>	<p>(e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p><b>RL.9-10.10</b> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p><b>W.9-10.2</b> A. Introduce a topic; organize complex ideas, concepts, and information to make important</p>	<p>objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions (to clarify and create cohesion when moving from one idea to another), and concluding statement/section that supports the information presented.</p> <p>Use organizational/formatting structures (graphic organizers) to develop writing ideas.</p> <p>Compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p> <p>Define textual evidence.</p>			
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			<p>analysis, reflection, and research.</p> <p><b>W10:</b> 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.</p> <p><b>SL1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>SL3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</p> <p>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</p> <p>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.</p> <p>D. Use precise language and</p>	<p>Determine how textual evidence supports analysis, reflection, and/or research.</p> <p>Compose written responses and include textual evidence to strengthen analysis, reflection, and /or research.</p> <p>Recognize that different writing tasks require varied time frames to complete.</p> <p>Determine a writing format/style to fit the task, purpose, and/or audience.</p> <p>Write for a variety of reasons.</p> <p>Write narrative pieces.</p> <p>Work collaboratively with peers to produce a final product</p>			
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			<p><b>SL4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>SL5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><b>SL6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>L1:</b> Demonstrate command of the</p>	<p>domain-specific vocabulary to manage the complexity of the topic.</p> <p>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</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p><b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are</p>	<p>Research materials to be discussed and determine key points and/or central ideas.</p> <p>Create questions and locate key textual evidence to contribute to a discussion on the given topic, text or issue.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on personal ideas and/or the ideas of others to propel the discussion.</p> <p>Identify various purposes for presenting information to a reader or audience.</p> <p>Analyze the</p>			
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			<p>conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context</p>	<p>appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10).</p> <p><b>W.9-10.6</b> Use technology,</p>	<p>information presented in diverse media and formats and integrate the information to gain an overall understanding of the topic presented.</p>			
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			<p>clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><b>L5:</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>W.9-10.9</b> A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]”). B. Apply grades 9–10 Reading standards to nonfiction informational (e.g., “Delineate</p>				
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				<p>and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p><b>W.9-10.10</b> 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.</p> <p><b>SL.9-10.1</b> A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to</p>				
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				evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 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				
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				<p>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.</p> <p><b>SL.9-10.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p><b>SL.9-10.4</b> Present information, findings and supporting evidence clearly, concisely, and logically. The content,</p>				
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				<p>organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>SL.9-10.5</b> 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.</p> <p><b>SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> <p><b>L.9-10.1</b> B. Use various types of phrases (noun, verb, adjectival,</p>				
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				<p>adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.9-10.2</b> B. Use a colon to introduce a list or quotation. C. Spell correctly.</p> <p><b>L.9-10.3</b> Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>				
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				<p><b>L.9-10.4</b> 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. 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. D. Verify the</p>				
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				<p>preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L.9-10.5</b> A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p><b>L.9-10.6</b> 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase</p>				
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				important to comprehension or expression.				
<b>Unit 3: The Hero's Journey (8 weeks)</b>	What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.	<b>R1:</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<b>RL.9-10.1</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	Define textual evidence.	<b>Formative:</b> - Close Reading - Textual Annotations - Group Discussions - Graphic Organizers - Web-research - Character Charts - Worksheets - Quizzes - Collaborative learning group discussions and products (writing groups and lit. circle reading groups) - Peer reading and editing* - Narrative/ Descriptive techniques review practice - Narrative prewriting - Prewriting graphic organizer - Student/Teacher conferences - Hero's Journey Cycle graphic organizers* - Epic Checklist	<b>NJ.SS.6.2.8</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	<b>CRP2</b> Apply appropriate academic and technical skills.  <b>CRP5</b> Consider the environmental, social and economic impacts of decisions.  <b>CRP6</b> Demonstrate creativity and innovation.  <b>CRP11</b> Use technology to enhance productivity.  <b>9.3.12.ED.2</b> Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts.
	Am I clear about what I just read? How do I know?				Define inference and explain how a reader uses textual evidence to reach a logical conclusion.			
	Author's choice: Why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.			Read closely and find answers explicitly in text.			
	What makes a story a "great" story?				Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.			
	What do good writers do?		<b>R2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.	Define theme.			
	What's my purpose and how do I develop it?	Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.			Analyze plot.			
	Writing clearly: What makes a difference?		<b>R3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		Determine how specific details in the text reveal and continually refine a theme.			
	Why write?							
	What do good writers do?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen						
	Communicating clearly: What does it take?		<b>R5:</b> Analyze the structure of texts,	<b>RL.9-10.3</b> Analyze how complex				



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	<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p> <p>In what ways does the creative choice impact the audience?</p> <p>Why do the rules of language matter?</p>	<p>understanding.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the</p>	<p>including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p><b>R6:</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>R7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>R9:</b> Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>R10:</b> Read and</p>	<p>characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RL.9-10.5</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p><b>RL.9-10.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on</p>	<p>Compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p>Identify and explain the role of complex characters in a text.</p> <p>Analyze how complex characters develop over the course of a text.</p> <p>Analyze how characters develop through their interactions with others.</p> <p>Analyze how complex characters advance the plot of a text and/or contribute to the development of a theme.</p> <p>Explain how the</p>	<p>graphic organizers*</p> <p><b>Summative:</b> - Narrative Writing piece* - Tests - Poetry Writing - Poetry Analysis - Epic Checklist identification and analysis* - Hero's Journey Cycle Analysis* - Literature Circle Discussions* - Textual annotations</p> <p><b>Common:</b> MP2 CA1* MP2 CA2*</p>	<p>size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.</p> <p><b>NJ.SS.6.2.12.1</b> The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.</p>	
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		<p>conventions of language.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p><b>W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</p>	<p>a wide reading of world literature.</p> <p><b>RL.9-10.7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p> <p><b>RL.9-10.9</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or</p>	<p>point of view or cultural experience (e.g., government, role of women) found in various works of world literature differs from works of literature written in the United States.</p> <p>Analyze multiple texts of world literature to gain insight into the point of view of other societies and cultures.</p> <p>Define inference and explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</p>			
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			<p>approach.</p> <p><b>W6</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W10:</b> 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.</p> <p><b>SL1:</b> Prepare for and participate effectively in a</p>	<p>how a later author draws on a play by Shakespeare).</p> <p><b>RL.9-10.10</b> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p><b>W.9-10.3</b> 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</p>	<p>Identify particular sentences, paragraphs, or larger portions of a text that support an author's ideas or claims.</p> <p>Analyze and explain how the role of particular sentences, paragraphs, or larger portions of a text helps to develop and refine the author's ideas or claims.</p> <p>Define point of view as how the author feels about the situation / topic of a text.</p> <p>Determine an author's point of view and explain his / her purpose for writing the text.</p> <p>Define narrative and describe the basic parts of plot.</p> <p>Use narrative</p>			
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			<p>range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>SL4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>SL5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><b>SL6:</b> Adapt speech to a variety of contexts and</p>	<p>a smooth progression of experiences or events</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete and comprehensive piece.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is</p>	<p>techniques to develop experiences, events, setting, and/or characters.</p> <p>Signal changes in time and place by using transition words, phrases, and clauses to show the relationships among experiences and events.</p> <p>Identify the writing style that best fits my task, purpose, and audience.</p> <p>Use organizational / formatting structures to develop my writing ideas.</p> <p>Compose a clear and logical piece of writing that demonstrates my understanding of a specific style.</p> <p>Use prewriting strategies to</p>			
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			<p>communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more</p>	<p>experienced, observed, or resolved over the course of the narrative.</p> <p><b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>formulate ideas.</p> <p>Recognize that a well-developed piece of writing requires more than one draft.</p> <p>Apply revision strategies with the help of others.</p> <p>Edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p>Analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary.</p> <p>Prepare multiple drafts using revisions and edits to develop and strengthen my writing.</p> <p>Recognize when</p>			
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			<p>fully when reading or listening.</p> <p><b>L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><b>L5:</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate</p>	<p>(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10).</p> <p><b>W.9-10.6</b> Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>W.9-10.9</b> A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats</p>	<p>revising, editing, and rewriting are not enough, and I need to try a new approach.</p> <p>Identify technology (e.g., Word Publisher, PowerPoint, wiki, blog) that will help produce, publish, and update individual or shared writing products.</p> <p>Determine the most efficient technology medium to complete a writing task.</p> <p>Use technology to enhance a writing product by linking to other information and / or displaying information flexibly and dynamically.</p> <p>Determine textual evidence that supports analysis, reflection, and/ or</p>			
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			<p>independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]”). B. Apply grades 9–10 Reading standards to nonfiction informational (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p><b>W.9-10.10</b> 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.</p>	<p>research.</p> <p>Compose written responses and include textual evidence to strengthen analysis, reflection, and / or research.</p> <p>Recognize that different writing tasks (e.g., journal, reflection, research) require varied time frames to complete.</p> <p>Determine a writing format / style to fit my task, purpose, and/ or audience.</p> <p>Write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain / convey an experience).</p> <p>Create questions and locate key textual evidence to contribute to a discussion on a</p>			
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				<p><b>SL.9-10.1</b> 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. 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.</p>	<p>given topic, text, or issue.</p> <p>Work with peers to define the rules and roles necessary for collegial discussion and decision-making.</p> <p>Come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned exchange of ideas.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/ or the ideas of others to propel the discussion.</p> <p>Make relevant observations and</p>			
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				<p>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.</p> <p>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.</p> <p><b>SL.9-10.4</b> Present information, findings and supporting evidence clearly, concisely, and logically. The</p>	<p>use my ideas and comments to relate the current discussion to broader themes or ideas.</p> <p>Respond thoughtfully to diverse perspectives presented in a discussion, integrate them with my own when warranted (appropriate), and justify my own views based on evidence introduced by others.</p> <p>Define and identify various types of phrases and clauses.</p> <p>Use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p>Determine when</p>			
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				<p>content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>SL.9-10.5</b> 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.</p> <p><b>SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> <p><b>L.9-10.1</b> B. Use various types of phrases (noun, verb,</p>	<p>to capitalize words.</p> <p>Identify misspelled words and use resources to assist me in spelling correctly.</p> <p>Infer the meaning of unknown words using context clues.</p> <p>Recognize and define common affixes and roots.</p> <p>Break down unknown words into units of meaning to infer the definition of the unknown word.</p> <p>Use patterns of word changes to determine a word's meaning or parts of speech.</p> <p>Verify my inferred meaning of an unknown word, its part of speech, and/ or its etymology by</p>			
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				<p>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.</p> <p><b>L.9-10.2</b> C. Spell correctly.</p> <p><b>L.9-10.3</b> Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p><b>L.9-10.4</b> A. Use context</p>	<p>consulting general and specialized reference materials.</p> <p>Define and identify various forms of figurative language.</p> <p>Interpret figures of speech and analyze their overall role in the text.</p> <p>Recognize word relationships and use the relationships to further understand multiple words.</p> <p>Recognize the difference between denotative meanings and connotative meanings.</p> <p>Analyze how certain words and phrases that have similar denotations can carry different nuances.</p>			
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				<p>(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. C. 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. D. 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).</p> <p><b>L.9-10.5</b> A. Interpret figures of speech</p>	<p>Recognize the difference between general academic words and phrases and domain-specific words and phrases.</p> <p>Acquire and use college and career readiness level academic and domain-specific / phrases to demonstrate proficiency in reading, writing, speaking, and listening.</p> <p>Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.</p> <p>Gather vocabulary knowledge independently</p>			
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				<p>(e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p><b>L.9-10.6</b> 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	when considering a word or phrase important to comprehension or expression.			
<p><b>Unit 4: Research and Argumentative Writing Skills (9 weeks)</b></p>	<p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>Author's choice: Why does it matter?</p>	<p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p>	<p><b>R1:</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence</p>	<p><b>RI.9-10.1</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of</p>	<p>Distinguish between literal language and figurative language.</p> <p>Recognize the difference between denotative</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Paraphrasing and quoting exercises</li> <li>- MLA formatting exercises*</li> <li>- Group/partnered/whole class discussions</li> <li>- KWL charts</li> <li>- Class discussions</li> </ul>	<p><b>NJ.SS.6.3.12</b></p> <ul style="list-style-type: none"> <li>- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.</li> <li>- Collaboratively</li> </ul>	<p><b>CRP2</b> Apply appropriate academic and technical skills.</p> <p><b>CRP5</b> Consider the environmental, social and economic impacts of decisions.</p>

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What do good writers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.	when writing or speaking to support conclusions drawn from the text.	what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	meanings and connotative meanings.	- Worksheets/graphic organizers - Non-fiction analysis / close reading* - Web-based research* - Peer review worksheets* - Research paper rough draft* - Reflections (written and discussions) - Conferences - Online Conferences via Google Docs	evaluate possible solutions to problems and conflicts that arise in an interconnected world. - Critically analyze information, make ethical judgments, and responsibly address controversial issues. - Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.	<b>CRP6</b> Demonstrate creativity and innovation.  <b>CRP11</b> Use technology to enhance productivity.  <b>9.3.12.ED.2</b> Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts.
What's my purpose and how do I develop it?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	<b>R2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<b>RI.9-10.2</b> Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	Analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text.	Define points of view as how the author feels about the situation/topic of a text.		
Writing clearly: What makes a difference?							
What do good researchers do?							
"Cut and Paste:" What's the problem?		<b>R4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<b>RI.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that	Determine an author's point of view and explain his/her purpose for writing the text.	<b>Summative:</b> - Argumentative Research paper* - MLA/Research Quiz/Test* - Persuasion Project - Persuasion Analysis - Annotated bibliography* - Generated thesis statements* - Article annotations - Quizzes and Tests - Terminology identification*	<b>NJ.SS.6.3.12</b> Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to	
Why write?	Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.			Identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose.			
What do good writers do?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	<b>R5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza)		Identify the side of an argument an author presents in			
Making meaning from a variety of sources: What will help?							
Why do the rules of language matter?							
Communicating clearly: What does it take?							
When a word	Effective readers						

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<p>doesn't make sense, what can I do?</p> <p>What makes collaboration meaningful?</p> <p>How do I use what I know to figure out what I don't know?</p> <p>In what ways does the creative choice impact the audience?</p>	<p>and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Effective communication of ideas when</p>	<p>relate to each other and the whole.</p> <p><b>R6:</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>R7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>R8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><b>R10:</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as</p>	<p>of a newspaper).</p> <p><b>RI.9-10.5</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>RI.9-10.6</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p><b>RI.9-10.7</b> Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are</p>	<p>a text.</p> <p>Determine the credibility of the author and his/her purpose.</p> <p>Identify claims that are supported by facts(s) and those that are opinions.</p> <p>Analyze how different documents address related themes and concepts.</p> <p>Identify the writing style that best fits my task, purpose, and audience.</p> <p>Use organizational/formatting structures to develop my writing ideas.</p> <p>Identify technology that will assist in the production, publication, and</p>	<p>- Web-based research*</p> <p>- Works Cited Page*</p> <p>- Non-fiction analysis / close reading*</p> <p><b>Common:</b> MP3 CA1* MP3 CA2*</p>	<p>address the challenges that are inherent in living in an interconnected world.</p> <p><b>NJ.ET.8.1E</b> Students apply digital tools to gather, evaluate, and use information.</p> <p><b>NJ.ET.8.1F</b> Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>	
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		<p>speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>needed.</p> <p><b>W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W6:</b> Use technology, including the Internet, to produce and publish writing and to interact and</p>	<p>emphasized in each account.</p> <p><b>RI.9-10.8</b> Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p><b>RI.9-10.10</b> By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p><b>W.9-10.1</b> A. Introduce precise claim(s),</p>	<p>updating of shared writing products.</p> <p>Define research and distinguish how research differs from other types of writing.</p> <p>Choose several sources and synthesize information to answer my research inquiry.</p> <p>Demonstrate understanding of the subject under investigation.</p> <p>Focus research around a problem to be solved, a central question that is provided, or a self-generated question.</p> <p>Analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society.</p>			
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			<p>collaborate with others.</p> <p><b>W7:</b> Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>W8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and</p>	<p>distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the</p>	<p>Choose a side of the argument and identify claims that support my choice and claims that oppose my choice.</p> <p>Determine the credibility of a source (who wrote it, when it was written, and why it was written) and the accuracy of the details presented in the source.</p> <p>Present my argument in a formal style that includes an introduction, supporting details with transitions that create cohesion and clarify relationships, and provide a concluding statement/section that supports my argument.</p> <p>Select a topic and</p>			
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			<p>research.</p> <p><b>W10:</b> 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.</p> <p><b>SL1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>SL2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p> <p><b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>	<p>identify and gather relevant information (e.g., well-chosen facts, extended definitions, concrete details, quotations, examples) to share with my audience.</p> <p>Define and identify various types of phrases and clauses.</p> <p>Use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p>Determine when to capitalize words.</p> <p>Identify misspelled words and use resources to assist me in spelling correctly.</p> <p>Determine a speaker's point of view as how the</p>			
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			<p><b>SL3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>SL6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10).</p> <p><b>W.9-10.6</b> Use technology, including the Internet, to</p>	<p>speaker feels about the situation/topic being presented.</p> <p>Identify when a speaker uses evidence and/or rhetoric and analyze how these techniques strengthen his/ her point of view or purpose.</p> <p>Apply the guidelines of the MLA style manual to written and edited work.</p> <p>Recognize and define common affixes and roots.</p> <p>Break down unknown words into units of meaning to infer the definition of the unknown word.</p> <p>Use patterns of word changes to determine a word's meaning or part of speech.</p>			
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			<p><b>L3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><b>L6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for</p>	<p>produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>W.9-10.7</b> 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.</p> <p><b>W.9-10.8</b> Gather relevant information from multiple authoritative print</p>	<p>Verify my inferred meaning of an unknown word, its part of speech and/or its etymology by consulting general and specialized reference materials.</p> <p>Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p> <p>Acquire and use college and career readiness level academic and domain-specific words/ phrases to demonstrate proficiency in reading, writing, speaking, and listening.</p>			
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			reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	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).  <b>W.9-10.9</b> B. Apply grades 9–10 Reading standards to nonfiction informational (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements				
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				<p>and fallacious reasoning”).</p> <p><b>W.9-10.10</b> 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.</p> <p><b>SL.9-10.1</b> 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,</p>				
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				<p>summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p><b>SL.9-10.2</b> 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.</p> <p><b>SL.9-10.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p><b>SL.9-10.6</b> Adapt</p>				
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				<p>speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> <p><b>L.9-10.1</b> 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.</p> <p><b>L.9-10.2</b> A. Use a semicolon (and perhaps a conjunctive</p>				
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				<p>adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.</p> <p><b>L.9-10.3</b> Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p><b>L.9-10.4</b> 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</p>				
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				<p>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. 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. D. 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).</p>				
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				<b>L.9-10.6</b> 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
<b>Unit 5: Poetry and Figurative Language (2 weeks)</b>	<p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>Author's choice: Why does it matter?</p> <p>What do good writers do?</p> <p>Why write?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content,</p>	<b>R1:</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p><b>RL.9-10.1</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RL.9-10.2</b></p>	<p>Read closely and find answers explicitly in the text and answers that require inference.</p> <p>Define inference and explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>Determine how specific details in</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Class Discussions</li> <li>- Small Group Participation</li> <li>- Written Reflections</li> <li>- Recitations</li> <li>- Worksheets</li> <li>- Poem Annotations</li> <li>- Graphic Organizers</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>- Quizzes</li> </ul>	<p><b>NJ.SS.6.2.12.2</b> Ideas developed during the Renaissance, Scientific Revolution, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.</p> <p><b>NJ.SS.6.2.12.6</b> Technological innovation,</p>	<p><b>CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them</p> <p><b>CRP11</b> Use technology to enhance productivity.</p> <p><b>9.3.12.ED.2</b> Demonstrate effective oral, written, and</p>

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	<p>What do good writers do?</p> <p>Communicating clearly: What does it take?</p> <p>When a word doesn't make sense, what can I do?</p> <p>In what ways does the creative choice impact the audience?</p> <p>Why do the rules of language matter?</p>	<p>reasoning, and claims in diverse formats.</p> <p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the</p>	<p><b>R2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>R4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><b>R5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p><b>R6:</b> Assess how point of view or</p>	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.</p> <p><b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.5</b> Analyze how an</p>	<p>the text reveal and continually refine a theme.</p> <p>Compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p>Define and identify various forms of figurative language.</p> <p>Recognize the difference between denotative and connotative meanings.</p> <p>Identify different literary text structures.</p> <p>Analyze and determine why an author organized events in particular order.</p> <p>Analyze how an author's choice of text structure</p>	<p>- Poem Annotations*</p> <p>- Poetry Analysis</p> <p>- Poetic Device Identification*</p> <p>- Poetry Writing</p> <p>- Projects</p> <p>- Presentations</p> <p><b>Common:</b></p> <p>- MP4 CA1*</p>	<p>economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.</p>	<p>multimedia communication in multiple formats and contexts.</p>
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		<p>ideas to the reader.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>purpose shapes the content and style of a text.</p> <p><b>R9:</b> Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>R10:</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p><b>W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W9:</b> Draw evidence from literary or</p>	<p>author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p><b>RL.9-10.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.9-10.9</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in</p>	<p>creates such effects as mystery, tension, or surprise.</p> <p>Explain how the point of view or cultural experience found in various works of world literature differs from works written in the United States.</p> <p>Determine what is emphasized or absent in each artistic medium.</p> <p>Determine an author's point of view and explain his/her purpose for writing the text.</p> <p>Define point of view as how the author feels about the situation/topic of a text.</p> <p>Identify various accounts of the same subject that are presented in different mediums.</p>			
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			<p>informational texts to support analysis, reflection, and research.</p> <p><b>W10:</b> 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.</p> <p><b>SL1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>SL3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and</p>	<p>a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p><b>RL.9-10.10</b> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p><b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are</p>	<p>Evaluate the advantages and disadvantages of presenting a subject in different mediums.</p> <p>Select a topic and identify and gather relevant information to share with my audience.</p> <p>Define common organizational/formal structures and determine the structure(s) that will allow me to organize my complex ideas best.</p> <p>Present my information maintain an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement/section</p>			
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			<p>rhetoric.</p> <p><b>SL6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.9-10.9</b> A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p><b>W.9-10.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single</p>	<p>that supports information presented.</p> <p>Make relevant observations and use my ideas and comments to relate the current discussion to broader themes or ideas.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to propel discussion.</p> <p>Identify various purposes for presenting information to a reader or audience.</p> <p>Present information, findings, and/or supporting</p>			
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			<p><b>L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><b>L5:</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary</p>	<p>sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>SL.9-10.1</b> 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</p>	<p>evidence clearly, concisely, and logically.</p> <p>Present information in a sequence that allows the listener to follow my line of reasoning.</p> <p>Identify various reasons for speaking.</p> <p>Define and identify various types of phrases and clauses.</p> <p>Use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing and presentations.</p> <p>Identify and explain when to use semicolons.</p> <p>Identify misspelled words and use resources to assist me in spelling correctly.</p>			
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			<p>knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>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.</p> <p><b>SL.9-10.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p><b>SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3</p>	<p>Infer the meaning of unknown words using context clues.</p> <p>Define and identify various forms of figurative language.</p> <p>Analyze how certain words and phrases that have similar denotations can carry different nuances.</p> <p>Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.</p> <p>Gather vocabulary knowledge independently when considering a word or phrase important to</p>			
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				<p>for specific expectations.)</p> <p><b>L.9-10.2</b> C. Spell correctly.</p> <p><b>L.9-10.3</b> Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p><b>L.9-10.4</b> 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</p>	<p>comprehension or expression.</p>			
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				<p>changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>C. 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.</p> <p>D. 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).</p> <p><b>L.9-10.5</b></p> <p>A. Interpret figures of speech (e.g., euphemism,</p>				
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				<p>oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.</p> <p><b>L.9-10.6</b> 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>				
<p><b>Unit 6: Shakespeare (7 weeks)</b></p>	<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the</p>	<p><b>R1:</b> Read closely to determine what the text says explicitly and to make logical inferences and</p>	<p><b>RL.9-10.1</b> Cite strong and thorough textual evidence and make relevant connections to</p>	<p>Read closely and find answers explicitly in the text and answers that require inference.</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Dramatic Readings</li> <li>- Term Identification</li> <li>- Journal</li> </ul>	<p><b>NJ.SS.6.2.12.2</b></p> <p>Ideas developed during the Renaissance, Scientific Revolution, and</p>	<p><b>CRP5</b> Consider the environmental, social and economic impacts of decisions.</p>

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	<p>Author's choice: Why does it matter?</p> <p>What makes a story a "great" story?</p> <p>What do good writers do?</p> <p>What do good writers do?</p> <p>Why do the rules of language matter?</p> <p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p> <p>In what ways does the creative choice impact the audience?</p>	<p>text.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify,</p>	<p>relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>R2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>R3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><b>R5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the</p>	<p>support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.</p> <p><b>RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and</p>	<p>Define inference and explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>Determine how specific details in the text reveal and continually refine a theme.</p> <p>Compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p>Identify and explain the role of complex characters in a text.</p> <p>Analyze how complex characters develop over the course of a text.</p> <p>Analyze how complex characters advance</p>	<p>Reflections</p> <ul style="list-style-type: none"> <li>- Pre-writing</li> <li>- Whole class and small group discussion</li> <li>- Graphic organizers</li> <li>- Recitations</li> <li>- Poem</li> </ul> <p>Annotations and paraphrasing</p> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>- Presentations</li> <li>- Poetry Writing</li> <li>- Poetry Analysis</li> <li>- Projects</li> <li>- Tests and Quizzes</li> </ul> <p><b>Common:</b></p> <ul style="list-style-type: none"> <li>-MP4 CA2*</li> </ul>	<p>Enlightenment led to political, economic, and cultural changes that have had a lasting impact.</p> <p><b>NJ.SS.6.1.12.5</b> Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.</p> <p><b>NJ.VPA.1.1.12.C.1</b> Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.</p> <p><b>NJ.SS.6.1.12.D.14.e</b></p>	<p><b>CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>9.3.12.ED.3</b> Use critical thinking to process educational communications, perspective, policies, and/or procedures.</p>
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		<p>and appropriately use vocabulary.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience,</p>	<p>whole.</p> <p><b>R6:</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>R7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>R9:</b> Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>R10:</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>advance the plot or develop the theme.</p> <p><b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.5</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or</p>	<p>the plot of a text and/or contribute to the development of the theme.</p> <p>Define and identify various forms of figurative language.</p> <p>Recognize the difference between denotative and connotative meanings.</p> <p>Identify different literary text structures.</p> <p>Analyze and determine why an author organized events in particular order.</p> <p>Analyze how an author's choice of text structure creates such effects as mystery, tension, or surprise.</p> <p>Explain how the point of view or</p>		<p>Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.</p>	
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		<p>task, and time frame.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p><b>W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W10:</b> 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.</p> <p><b>SL1:</b> Prepare for and participate effectively in a range of conversations and</p>	<p>surprise).</p> <p><b>RL.9-10.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.9-10.7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p> <p><b>RL.9-10.9</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and</p>	<p>cultural experience found in various works of world literature differs from works written in the United States.</p> <p>Identify a subject or a key scene that is portrayed in two different artistic mediums.</p> <p>Determine what is emphasized or absent in each artistic medium.</p> <p>Determine an author's point of view and explain his/her purpose for writing the text.</p> <p>Define point of view as how the author feels about the situation/topic of a text.</p> <p>Identify various accounts of the same subject that are presented in different mediums.</p>			
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			<p>collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>SL3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p><b>RL.9-10.10</b> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p><b>RI.9-10.10</b> By the</p>	<p>Evaluate the advantages and disadvantages of presenting a subject in different mediums.</p> <p>Select a topic and identify and gather relevant information to share with my audience.</p> <p>Make relevant observations and use my ideas and comments to relate the current discussion to broader themes or ideas.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to propel discussion.</p> <p>Identify various</p>			
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			<p><b>L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><b>L5:</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering</p>	<p>end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p><b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.9-10.9</b> A. Apply grades 9–10 Reading standards to literature (e.g.,</p>	<p>reasons for speaking.</p> <p>Use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing and presentations.</p> <p>Infer the meaning of unknown words using context clues.</p> <p>Use patterns of word changes to determine a word’s meaning or part of speech.</p> <p>Define and identify various forms of figurative language.</p> <p>Analyze how certain words and phrases that have similar denotations can carry different nuances.</p> <p>Consider vocabulary</p>			
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			<p>vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>“Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p><b>W.9-10.10</b> 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.</p> <p><b>SL.9-10.1</b> A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by</p>	<p>knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.</p> <p>Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p>			
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				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				
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				<p>presented.</p> <p><b>SL.9-10.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p><b>SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> <p><b>L.9-10.2</b> C. Spell correctly.</p> <p><b>L.9-10.3</b> Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing,</p>				
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				<p>speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p><b>L.9-10.4</b> 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. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both</p>				
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				<p>print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. 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).</p> <p><b>L.9-10.5</b> A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.</p> <p><b>L.9-10.6</b> Acquire and use accurately general academic and domain-specific</p>				
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				words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
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