CURRICULUM

FOR

LANGUAGE ARTS

LITERACY

GRADES 9-12
This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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Subject/Course Title: Language Arts Literacy
Date of Board Adoptions: September 18, 2012
Grades 9-12
UNIT OVERVIEW

Content Area: English

Unit Title: Grammar and Mechanics Review

Target Course/Grade Level: Language Arts Literacy 9 – 12

Unit Summary: Students will review usage of correct grammar and mechanics such as verb tense, subject/verb agreement, pronoun/antecedent agreement, eliminating sentence fragments and run-on sentences, conjunctions and types of sentences. Students will practice the writing process including revising and editing appropriately.

Approximate Length of Unit: 4 weeks

Primary interdisciplinary connections: Social Studies, Technology

LEARNING TARGETS

Standards: Reading Standards for Informational Text 6 – 12
Writing Standards 6 – 12
Speaking and Listening Standards 6 – 12
Language Standards 6 – 12
21st Century Life and Career Skills

Content Strand:

R.IT.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, 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 on page 54.)

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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.

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. 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).
21st Century Life and Career Skills:

- 9.1.8.D.2 Demonstrate the ability to understand inferences.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

Unit Understandings:

Students will understand that...
- there are specific grammatical rules in writing.
- mechanics matter in relation to creating meaning in writing.

Unit Essential Questions:
- what are the grammatical rules that govern effective writing?
- why is it important to recognize correct grammar and mechanics?

Knowledge and Skills:

Students will know.....
- how to write grammatically correct sentences.
- how to locate and correct grammatical errors in their own writing.

Students will be able to ...
- use correct verb tense and agreement with subject.
- properly use conjunctions in sentences to eliminate run-ons and fragments.
- differentiate between various types of sentences.
- use appropriate grammar and style in writing.

EVIDENCE OF LEARNING

Assessment:
What evidence will be collected and deemed acceptable to show that students truly “understand”?

Performance Tasks:
- Grammar Unit Test

Other Evidence:
- Quiz on verbs, pronouns/antecedents
- Quiz on creating sentences using conjunctions
- Revise and edit worksheets
- Class discussions/Socratic seminars.

Learning Activities:
What differentiated learning experiences and instruction will enable all students to achieve the desired results?
- Class discussions, whole group and smaller “break-out” groups
- One-on-one instruction
- Peer editing

RESOURCES

Teacher Resources:
- Writer’s Inc.
- Writer’s Inc. Skillsbook
- Various HSPA Preparation books

Equipment Needed:
- Overhead projector
UNIT OVERVIEW

Content Area: English

Unit Title: Understanding Literary Terms

Target Course/Grade Level: Language Arts Literacy 9 – 12

Unit Summary: Students will identify, define and apply literary terms to literature read, including setting, plot, antagonist, protagonist, theme, moral, conflict, dialogue, narrator, exposition, climax, rising action, falling action, resolution, foreshadowing, flashback, irony, diction, tone, symbolism, etc. By being able to define these terms as well as identify examples in literature, students will understand their effect on the meaning of a text as well as the author’s motivation for using them.

Approximate Length of Unit: 4 weeks

Primary interdisciplinary connections: Social Studies, Technology

LEARNING TARGETS

Standards:

- Reading Standards for Literature 6 – 12
- Writing Standards 6 – 12
- Speaking and Listening Standards 6 – 12
- Language Standards 6 – 12
- 21st Century Life and Career Skills

Content Strand:

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, 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 on page 54.)

W.9-10.10 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.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
   c. 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).

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   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.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

21st Century Life and Career Skills:

   9.1.8.D.2 Demonstrate the ability to understand inferences.
   9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

Unit Understandings:

Students will understand that...
- authors use written language to explore universal ideas and messages that reflect how people live, historical and social events and conditions.
- authors use specific words to highlight a specific trait within a character.
- authors use literary techniques to create tone and mood, deliver themes and morals, and affect reader emotions and understanding.

Unit Essential Questions:
- How does literature reflect how people live, historical and social events and conditions?
- How can an author’s words be used to draw inferences about a character?
- How is written language a vehicle to create tone and mood, deliver themes and morals and affect reader emotions and understanding?

Knowledge and Skills:

Students will know...
- that author’s use words to show how people live, historical and social events and conditions.
- that author’s use literary techniques to create tone and mood, deliver themes and morals and affect reader emotions and understanding.

Students will be able to...
- identify and define literary terms.
- apply literary terms to the literature read.
- draw inferences and understanding from an author’s use of words.
EVIDENCE OF LEARNING

Assessment:
What evidence will be collected and deemed acceptable to show that students truly “understand”?

Performance Tasks:
- Literary Terms Unit Test

Other Evidence:
- Quiz on identifying literary terms in short stories read.
- Literary term worksheets.
- Class discussions/Socratic seminars.

Learning Activities:
What differentiated learning experiences and instruction will enable all students to achieve the desired results?
- Class discussions, whole group and smaller “break-out” groups
- One-on-one instruction
- Guided Reading

RESOURCES

Teacher Resources:
- *Writer’s Inc.*
- Various HSPA Preparation books
- “Edna’s Ruthie” by Sandra Cisneros
- “Daddy Doll Under the Bed” by Erma Bombeck
- “Hair” by Malcolm X
- Excerpt from *The Shipping News* by Annie Proulx

Equipment Needed:
- Overhead projector
UNIT OVERVIEW

Content Area: English

Unit Title: Narrative Texts: Reading, Analyzing and Multiple-Choice Responses

Target Course/Grade Level: Language Arts Literacy, Grades 9 – 12

Unit Summary: Students will read and analyze narrative texts. Students will practice HSPA multiple-choice response strategies.

Approximate Length of Unit: 6 weeks

Primary interdisciplinary connections: Social Studies, Technology

LEARNING TARGETS

Standards: Reading Standards for Literature 6 – 12
                  Speaking and Listening Standards 6 – 12
                  Language Standards 6 – 12
                  21st Century Life and Career Skills

Content Strand:

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
    b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
    c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
    d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
    b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. 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).

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   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.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21st Century Life and Career Skills:
   9.1.8.D.2 Demonstrate the ability to understand inferences.
   9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

Unit Understandings:

Students will understand that...
   • Narrative texts tell a story.
   • Literary terms and techniques are used in narrative texts.
   • There are specific strategies to effectively read narrative texts and respond to related multiple-choice questions.

Unit Essential Questions:
   • What is a narrative text?
   • How should a narrative text be analyzed using literary terms and techniques?
   • What are the most effective strategies for reading narrative texts and responding to related multiple-choice questions?

Knowledge and Skills:

Students will know.....
   • The definition of a narrative text.
   • That literary terms and techniques apply to the analysis of narrative texts.
   • The most effective strategies for reading narrative texts and responding to related multiple-choice questions.

Students will be able to ....
   • Read and analyze a narrative text.
   • Identify, define and apply literary terms and techniques to analysis of narrative texts.
   • Effectively respond to multiple-choice questions related to narrative texts.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Performance Tasks:
   • Ten-question multiple-choice assessments related to each narrative text read.

Other Evidence:
   • Narrative text annotation exercises.
   • Class discussions/Socratic seminars.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?
   • Class discussions, whole group and smaller “break-out” groups
   • One-on-one instruction
Teacher Resources:

- *Writer’s Inc.*
- Handouts:
  - “Flash Floods”
  - “Who Was John White?”
  - “The Lead Poisoning Menace”
  - “The Myth of the Split Personality”
  - “Feeding Visitors”
  - “The Specialty is Barbecue”
- Various HSPA Preparation books

Equipment Needed:

- Overhead projector
UNIT OVERVIEW

Content Area: English

Unit Title: Persuasive Texts: Reading, Analyzing and Multiple-Choice Responses

Target Course/Grade Level: Language Arts Literacy, Grades 9 – 12

Unit Summary: Students will read and analyze persuasive texts. Students will learn the definition and application of rhetorical strategies used to persuade such as opinions, facts, statistics, expert testimony, studies, anecdotes, scenarios, definitions, explanations, personal observations/experiences, historical precedents, proposed benefits, comparisons and contrasts, and cause and effect. Students will practice HSPA multiple-choice response strategies.

Approximate Length of Unit: 6 weeks

Primary interdisciplinary connections: Social Studies, Technology

LEARNING TARGETS

Standards:
- Reading Standards for Informational Text 6 – 12
- Writing Standards 6 – 12
- Speaking and Listening Standards 6 – 12
- Language Standards 6 – 12
- 21st Century Life and Career Skills

Content Strand:

R.IT.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

R.IT.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

R.IT.9-10.5 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).

R.IT.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

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

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues; building on others’ ideas and expressing their own clearly and persuasively.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.*

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

c. 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).

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21st Century Life and Career Skills:

9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.8.D.2 Demonstrate the ability to understand inferences.

9.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

Unit Understandings:

Students will understand that...

- persuasive texts are aimed at convincing or arguing a point.
- literary terms and techniques are used in persuasive texts.
- rhetorical strategies are used in persuasive texts.
- there are specific strategies to effectively read persuasive texts and respond to related multiple-choice questions.

Unit Essential Questions:

- What is a persuasive text?
- How should a persuasive text be analyzed using literary terms and techniques?
- What are rhetorical strategies and how are they used in persuasive texts?
- What are the most effective strategies for reading persuasive texts and responding to related multiple-choice questions?

Knowledge and Skills:

Students will know....

- the definition of a persuasive text.
- that literary terms and techniques apply to the analysis of persuasive texts.
- the definition and usage of a rhetorical strategy.
- the most effective strategies for reading persuasive texts and responding to related multiple-choice questions.

Students will be able to ...

- Read and analyze a persuasive text.
- Identify, define and apply literary terms and techniques to analysis of persuasive texts.
- Effectively respond to multiple-choice questions related to persuasive texts.
**EVIDENCE OF LEARNING**

**Assessment:**
*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

**Performance Tasks:**
- Ten-question multiple-choice assessments related to each persuasive text read.
- Students will research a local newspaper and bring in an editorial. Students will identify the persuasive techniques used by the writer with one example from the editorial, a summary of the argument made, and a personal response to the effect of that argument. Students will present findings orally to class (2 – 3 minutes).

**Other Evidence:**
- Persuasive text annotation exercises.
- Class discussions/Socratic seminars.

**Learning Activities:**
*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*
- Class discussions, whole group and smaller “break-out” groups
- One-on-one instruction

**RESOURCES**

**Teacher Resources:**
- *Writer’s Inc.*
- Various HSPA Preparation books

**Equipment Needed:**
- Overhead projector
Unit Overview

Content Area: English

Unit Title: Writing Open-Ended Responses

Target Course/Grade Level: Language Arts Literacy, Grades 9 – 12

Unit Summary: Students will learn the RSSE strategy for open-ended responses. Students will read narrative and persuasive texts and write written responses using the RSSE strategy.

Approximate Length of Unit: 5 weeks

Primary interdisciplinary connections: Social Studies, Technology

Learning Targets

Standards:
- Reading Standards for Literature 6 – 12
- Reading Standards for Informational Text 6 – 12
- Writing Standards 6 – 12
- Speaking and Listening Standards 6 – 12
- Language Standards 6 – 12
- 21st Century Life and Career Skills

Content Strand:

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

R.IT.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

R.IT.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

R.IT.9-10.5 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).

R.IT.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, 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 on page 54.)

W.9-10.10 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.
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use parallel structure.*
   b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
   c. 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).

21st Century Life and Career Skills:

   9.1.8.D.2 Demonstrate the ability to understand inferences.
   9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

Unit Understandings:

   Students will understand that...
   * there are specific requirements to crafting open-ended responses.
   * the RSSE strategy for open-ended responses fulfilled the expectations of an HSPA scorer.

Unit Essential Questions:

   • what are the requirements to an effective open-ended response?
   • what is the RSSE strategy?
   • how is an open-ended response different from an essay?

Knowledge and Skills:

   Students will know.....
   * the meaning of an “open-ended” response.
   * what the meaning of RSSE is.
   * what the specific requirements for an effective open-ended response.

   Students will be able to...
   * explain the meaning of an “open-ended” response and differentiate between same and essays.
   * effectively answer an open-ended question.
   * use the RSSE strategy to respond to open-ended questions.
EVIDENCE OF LEARNING

Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

Performance Tasks:
- Open-ended prompts related to persuasive and narrative texts read.

Other Evidence:
- Persuasive and narrative text annotation exercises.
- Class discussions/Socratic seminars.

Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*
- Class discussions, whole group and smaller “break-out” groups
- One-on-one instruction
- Peer editing
- Modeling

RESOURCES

Teacher Resources:
- *Writer’s Inc.*
- Various HSPA Preparation books
- Narrative texts:
  - Inferno on the Interstate” by Sheldon Kelly
  - “How Much Land Does a Man Need?” by Leo Tolstoy
  - “Rise & Walk” by Dennis Byrd
  - “The Owl” by Peter Perkins
  - “Miracle at Adobe Creek” by Malcolm McConnell
  - “The Minotaur” adapted by Andrew Lang
- Persuasive texts:
  - “Schools Giving Volunteerism a Bad Name” by Robin Henig
  - “I Don’t Like Green Eggs and Ham!” by Robert F. Kennedy Jr.
  - “No Hunting Here, Please” by Denise D. Knight
  - “Why the PC Will Not Die” by Bill Gates

Equipment Needed:
- Overhead projector
Content Area: English

Unit Title: Expository Writing

Target Course/Grade Level: Language Arts Literacy, Grades 9 – 12

Unit Summary: Students will learn the expectations of the expository writing task by reviewing the NJHSPA writing rubric. Students will master use of the TEACH method for writing expository responses. Students will develop an awareness of “good writing” in expository style.

Approximate Length of Unit: 4 weeks

Primary interdisciplinary connections: Social Studies, Technology

Learning Targets

Standards:
Writing Standards 6 – 12
Speaking and Listening Standards 6 – 12
Language Standards 6 – 12
21st Century Life and Career Skills

Content Strand:
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, 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 on page 54.)

W.9-10.10 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.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Use parallel structure.*
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. 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).

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21st Century Life and Career Skills:

9.1.8.D.2 Demonstrate the ability to understand inferences.
9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

Unit Understandings:

Students will understand that…

• there are specific requirements to crafting expository essays for the HSPA.
• “good writing” is writing that responds clearly and convincingly to the prompt.
• there are common expository writing errors to be avoided.

Unit Essential Questions:

• What is “good writing”?
• How does expository writing different from persuasive or other types of writing?
• What are the requirements to crafting expository essays for the HSPA?
• What is the TEACH method to writing expository essays?

Knowledge and Skills:

Students will know…..

• the meaning of “good writing”.
• what the expectations are for effective expository writing.
• what specific errors to avoid in expository writing.

Students will be able to …

• explain the meaning of “good writing”.
• differentiate between expository writing and all other types of writing.
• use the TEACH method to write clear, concise expository essays in a timed setting.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Performance Tasks:

• Write expository essays based on HSPA prompts.

Other Evidence:

• Brainstorming and outlining expository essays.
• Class discussions/Socratic seminars.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

• Class discussions, whole group and smaller “break-out” groups
• One-on-one instruction
• Peer editing
• Modeling
Teacher Resources:

- *Writer’s Inc.*
- Various HSPA Preparation books

Equipment Needed:

- Overhead projector
UNIT OVERVIEW

Content Area: English
Unit Title: Persuasive Writing
Target Course/Grade Level: Language Arts Literacy, Grades 9 – 12
Unit Summary: Students will learn how to use rhetorical strategies to persuade. Students will master the use of argument variety to craft persuasive speeches, letters and essays targeted a specific audience types.
Approximate Length of Unit: 4 weeks
Primary interdisciplinary connections: Social Studies, Technology

LEARNING TARGETS

Standards: Writing Standards 6 – 12
Speaking and Listening Standards 6 – 12
Language Standards 6 – 12
21st Century Life and Career Skills

Content Strand:
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, 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 on page 54.)

W.9-10.10 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.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use parallel structure.*
   b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbal) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

c. 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).

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21st Century Life and Career Skills:

9.1.8.D.2 Demonstrate the ability to understand inferences.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

Unit Understandings:

Students will understand that…

• persuasive texts are aimed at convincing or arguing a point.
• rhetorical strategies are necessary to effectively write persuasive text.
• argument variety adds to the strength of a persuasive argument.

Unit Essential Questions:

• How should a persuasive argument be crafted?
• What are the differences between persuasive speeches, letters and essays?
• What are different methods used to persuade?
• How does the target audience affect the methods of persuasion used?

Knowledge and Skills:

Students will know.....

• that there are many ways to craft a persuasive argument and convince an audience.
• the target audience affects the methods of persuasion used.

Students will be able to ....

• choose a position and convincingly argue its merits.
• use rhetorical strategies to craft persuasive speeches, letters and essays.
• effectively convince a target audience to take writer’s side.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”? 

Performance Tasks:

• Write persuasive speeches, letters and essays based on HSPA prompts.

Other Evidence:

• Brainstorming and outlining persuasive speeches, letters and essays.
• Class discussions/Socratic seminars.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

• Class discussions, whole group and smaller “break-out” groups
• One-on-one instruction
• Peer editing
• Modeling
Teacher Resources:

- Writer’s Inc.
- Various HSPA Preparation books

Equipment Needed:

- Overhead projector
UNIT OVERVIEW

Content Area: English

Unit Title: Shakespeare and Modern Drama

Target Course/Grade Level: Language Arts Literacy, Grades 9 – 12

Unit Summary: Students will explore writings by Shakespeare and the modern drama of the 20th century. Students will understand the elements of a play, how to properly read in character and how punctuation and grammar affects meanings.

Approximate Length of Unit: 6 weeks

Primary interdisciplinary connections: Social Studies, Technology

LEARNING TARGETS

Standards: Reading Standards for Literature 6 – 12
Writing Standards 6 – 12
Speaking and Listening Standards 6 – 12
Language Standards 6 – 12
21st Century Life and Career Skills

Content Strand:

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
   a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
   c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, 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 on page 54.)
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 Ovid or the Bible or how a later author draws on a play by Shakespeare?”).

b. Apply grades 9–10 Reading standards to literary nonfiction (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”).

W.9-10.10 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.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

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

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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

SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.*

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21st Century Life and Career Skills:

9.1.8.D.2 Demonstrate the ability to understand inferences.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

Unit Understandings:

Students will understand that...

- plays follow a specific format that functions different than a novel or short story.
- grammar and punctuation impact the meaning and readability of a play.
- the ways in which to read and understand Shakespeare.

Unit Essential Questions:

- What are the elements of a play?
- How does grammar and punctuation impact the meaning and readability of a play?
- How should Shakespeare be read in order to receive a complete understanding

Knowledge and Skills:

Students will know:

- how to analyze plays.
- how writing can be used to establish theme and characterization.
- literature is analyzed by readers based on the author’s use of language and the reader’s experiences.

Students will be able to:

- read and interpret 20th century American literature.
- analyze the meaning behind the language of written texts.
- use appropriate grammar and style in discussion of literature and in writing literary analysis.
- use writing in different ways for varied purposes.
EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”? 

Performance Tasks:

Write expository essays related to the themes of the plays read. *Blues for Mister Charlie* Prompt: Poet E.E. Cummings once said, “You can never go home again.” Sometimes when a person goes away from home, it is difficult for him to adjust when he returns. Write a five paragraph essay explaining how Richard in *Blues for Mister Charlie* deals with returning to his family’s home in the south after having lived in the north for eight years. Feel free to use examples from movies or real life to support your response. *The Piano Lesson* Prompt: Music is a crucial element of this play as is the trope of the piano lesson. Choose and discuss one example of the use of music in the play. *Taming of the Shrew* Prompt: *The Taming of the Shrew* is a play that centers around disguises. Some people say that “the clothes makes the man.” Is life really that simple? Can a change of clothes change a person’s life? Use an example from real life, a movie or book to write an essay that answers these questions.

Other Evidence:

- Respond to open-ended questions based on plays read.
- Class discussions/Socratic seminars.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions, whole group and smaller “break-out” groups
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- One-on-one instruction
- Peer editing
- Modeling

RESOURCES

Teacher Resources:

- *Blues for Mister Charlie* by James Baldwin
- *The Piano Lesson* by August Wilson
- *Taming of the Shrew* by William Shakespeare

Equipment Needed:

- Computer with internet
- LCD projector