

# Paulsboro Schools



## Curriculum

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**CP English I**

**Grade 9**

**June, 2010**

\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

**Board Approved: June, 2010**

# PAULSBORO SCHOOL DISTRICT

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# **Paulsboro Schools**

## Mission

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

# INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

**Introduction/Philosophy:** Introduction/philosophy: The philosophy of the Paulsboro School District Language Arts Literacy Program is to provide students with a multitude of educational opportunities and 21<sup>st</sup> century skills necessary for the lifelong learning. The educational program takes into account the physical, social, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, listening, thinking, and viewing the world in which we live. Emphasis on language is placed on authentic, problem/project based situations that provide opportunities for students to interact with new understandings which they link to prior knowledge. Through open-ended activities, students engage in interdisciplinary studies based where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with the experiences necessary to develop the threshold skills of critical thinking, strategizing, communicating, and acting democratically in the world.

## Educational Goals (taken from NJCCCS)

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>

## New Jersey State Department of Education Core Curriculum Content Standards

### A note about **English Language Arts** Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **English Language Arts** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.nj.gov/education/aps/cccs/>

# English I

## Scope and Sequence - MAP

Quarter I	
<b>Big Idea: Literature and Informational Text</b> I. Short Story II. Narrative Essay III. Speech IV. Non fiction	<b>Big Idea: Writing</b> I. Open Ended Essays II. Narrative essay V. Response to literature
<b>Big Idea: Speaking and Listening</b> I. Oral Presentation II. Film III. Audio Recordings IV. Collaborative Discussions	<b>Big Idea: Conventions and Vocabulary</b> I. Grammar II. Vocabulary
Quarter II	
<b>Big Idea: Literature and Informational Text</b> I. Novel II. Persuasive Essay Speech Non fiction	<b>Big Idea: Writing</b> I. Open Ended Essays II. Persuasive Essays III. Response to Literature
<b>Big Idea: Speaking and Listening</b> I. Oral presentation II. Film III. Audio Recordings IV. Collaborative Discussions	<b>Big Idea: Conventions and Vocabulary</b> I. Grammar II. Vocabulary

### Quarter III

**Big Idea: Literature and Informational Texts**

- I. Greek Mythology
- II. Expository Essay

**Big Idea: Writing**

- I. Expository Essay
- II. Open Ended essay
- III. Response to Literature

**Big Idea: Speaking and Listening**

- I. Oral presentation
- II. Film
- III. Audio Recordings
- IV. Collaborative Discussions

**Big Idea: Conventions and Vocabulary**

- I. Grammar
- II. Vocabulary

### Quarter IV

**Big Idea: Literature and Informational Texts**

- I. Drama
- II. Poetry

**Big Idea: Writing**

- I. Expository Essay
- II. Open Ended essay
- III. Response to Literature

**Big Idea: Speaking and Listening**

- I. Oral presentation
- II. Film
- III. Audio Recordings
- IV. Collaborative Discussions

**Big Idea: Conventions and Vocabulary**

- I. Speech
- II. Nonfiction

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Big Idea: Literature and Informational texts</b>	
	<b>Subject/Grade Level:</b> <b>English I/Grade 9</b>	<b>Topic: Genres in Literature- Reading</b>	
		<b>Overarching Goals:</b>	
		<ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.&gt;</li> </ol>	
		<b>Goal 1: The student will be able to communicate ideas in various ideas in various modes of discourse and critically analyze his/her work.</b>	
<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>	

<p>&lt;Enter # of blocks of instruction here.&gt;</p>	<p>1.1. &lt;Enter objectives here.&gt;</p> <ul style="list-style-type: none"> <li>• RL.9-10.1. The student will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• RL.9-10.3. The student will be able to analyze how complex characters develop over the course of the text.</li> <li>• RL.9-10.2. The student will determine a theme or central idea of a text</li> <li>• RL.9-10.7. The students will be able to analyze various accounts of a subject told in different mediums.</li> <li>• RL.9-10.6. The students will be able to determine an author's purpose of view or purpose in a text and analyze how the author uses rhetoric.</li> <li>• RL.9-10.9. The students will be able to analyze seminal U.S. documents of historical literary significance.</li> </ul> <p>RI.9-10.1. The students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-3. The students will be able to 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</p>	<ul style="list-style-type: none"> <li>• &lt;Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.&gt;</li> </ul> <p><b>Essential Questions:</b></p> <p><b>What is the text trying to say and what inferences can be drawn from the text?</b></p> <p>What makes a great story?  Why read fiction?  Does literature reflect or shape culture?  How do you decide what the theme is?  Do we need mythology?  What things make a character complex such as flat or round?  How does Shakespeare use language apart from other writers to make him stand out?  What are the components of a tragedy and how are they used in a play?  What are the themes or central ideas in a fictional novel?  How do analyzing historical pieces of literature show historical literary significance?</p> <p><b>Enduring Understandings:</b></p> <p><b>Characters in literature and film possess the same or similar desires, fears, worries, etc.</b></p> <p>Literature and film are effective means of revealing issues in society.</p> <p><b>Sample Conceptual Understandings:</b></p> <p><b>Define plot, them, symbolism, characterization and other literary terms and be able to pick out examples of each term in our reading.</b></p>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>&lt;Enter learning activities and assessment models here.&gt;</p> <p><b>Learning Activities:</b></p> <p>Review questions for short stories such as "Most Dangerous Game"</p> <p><b>Class discussions</b></p> <p>Literature circles for novel <i>Of Mice and Men</i>.</p> <p>Literature circles for novels including but not limited to <i>Parrot in the Oven</i>, <i>Swallowing Stones</i>, and <i>Speak</i>.</p> <p>Acting out scenes in front of class for play <i>Romeo and Juliet</i></p> <p>Research projects for Greek Mythology</p> <p>Plot a story map for short story</p> <p>Create time-lines</p> <p>Write poetry</p> <p>Design book covers/movie poster for short stories, plays, and novels.</p> <p>Re-write original ending</p> <p>Read different types of genres aloud in class</p> <p>Listen to audio recordings</p> <p>Read non-fiction stories in literature book.</p> <p>John Steinbeck web quest</p> <p>Shakespeare web quest</p> <p>Research Shakespeare's England</p> <p>Research Great Depression</p> <p>Review Questions for short stories, the novel, and the play.</p>
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<p>that are drawn between them.</p> <p>RI.9-10.4. the students will be able to 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 of a newspaper).</p> <p>RI.9-10.9. the students will be able to analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <ul style="list-style-type: none"> <li>•</li> </ul>		<p><b>Journal Entries</b></p> <p><b>Jigsaw reading strategy for longer short stories.</b></p> <p><b>Review packets for stories including vocabulary, grammar exercises, literary terms such as theme, point of view, etc...</b></p> <p><b>Compare/contrast film to piece of literature we read in class.</b></p> <p><b>Cross curricular exercises for short stories using science, social studies, and mathematical exercises.</b></p> <p><b>Creating artistic drawings or impersonations of short stories.</b></p> <p><b>Completing story boards to illustrate what we read in class.</b></p> <p><b>Assessment Models:</b></p> <p>Quizzes</p> <p>Tests</p> <p>Choice of culminating projects</p> <p>Essays</p> <p>Oral Reports</p> <p>Research projects</p> <p><b>Additional Resources:</b></p> <p><b>Novels</b></p> <p><b>Computer searches</b></p> <p><b>Films/Audio recordings</b></p> <p><b>Librarian</b></p> <p><b>Library</b></p> <p><b>ELMO</b></p> <p><b>SMART BOARD</b></p> <p><b>Literature book</b></p> <p><b>Scope magazine</b></p>
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			<b>No Fear Shakespeare copy of Romeo and Juliet</b> <b>Current events</b>
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<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>English I/Grade 9</b>	<b>Big Idea: Writing</b>	
		<b>Topic: Writing Forms</b>	
		<b>Overarching Goals:</b>	
		<ol style="list-style-type: none"> <li>4. (1) Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>5. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>6. Investigate, research, and synthesize information from various media sources.&gt;</li> </ol>	
		<p>The students will be able to communicate their thought and feelings in different types of forms and for various audiences.</p>	
		<b>Goal 2: The student will be able to</b> use the appropriate form and purpose for different writing situations.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

<p>&lt;Enter # of blocks of instruction here.&gt;</p>	<p>2.1. &lt;Enter objectives here.&gt;</p> <ul style="list-style-type: none"> <li>W.9-10.1 The student will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>W.9-10.2 Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>W.9-10.3 Use narrative techniques to develop experiences, events, or characters.</li> <li>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</li> <li>W.9-10.9 draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<ul style="list-style-type: none"> <li>&lt;Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.&gt;</li> </ul> <p><b>Essential Questions:</b></p> <p><b>Why analyze different types of essays?</b></p> <p><b>Why use famous quotes in essays to support your stance?</b></p> <p><b>What makes a great narrative essay?</b></p> <p><b>What makes a great expository essay?</b></p> <p><b>Enduring Understandings:</b></p> <p><b>Characters in literature and film possess the same or similar dreams, fears, worries, etc....</b></p> <p><b>Different types of ideas can be expressed in various types of written form.</b></p> <p><b>Sample Conceptual Understandings:</b></p> <p><b>Students will be able to write a successful essay using terms and examples we have studied in class.</b></p>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>&lt;Enter learning activities and assessment models here.&gt;</p> <p><b>Learning Activities:</b></p> <p>Read examples of each type of essay</p> <p>Pre-writing activities</p> <p>Rough drafts</p> <p>Peer editing</p> <p>Final drafts</p> <p>Proofreading activities</p> <p>Narrative essay</p> <p>Personal narrative</p> <p>Cause/Effect essay</p> <p>Expository essay such as process essay</p> <p>Research projects</p> <p>Comparison essay</p> <p>Pet-peeve essay</p> <p>Persuasive paragraph</p> <p>Analyzing a theme</p> <p>Analysis paragraph</p> <p>Writing stories</p> <p>Writing plays</p> <p>Writing poems</p> <p>Learning proofreading skills such as punctuation, mechanics, spelling, and sentence structure.</p>
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			<p><b>Assessment Models:</b> Tests Quizzes Entire writing process Modeling</p> <p><b>Additional Resources:</b> <b>Writing textbooks</b> <b>Samples of essays found in articles and newspapers</b> <b>Computers</b> <b>Scope magazine</b> <b>Current Events</b> <b>Library</b> <b>Librarian</b></p>
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Suggested days of Instruction	Curriculum Management System <b>Subject/Grade Level:</b> English I/Grade 9	<b>Big Idea: Speaking and Listening</b>	
		Topic: Speaking and Listening	
		<b>Overarching Goals:</b>	
		<ol style="list-style-type: none"> <li>1. (1Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.&gt;</li> </ol>	
	<b>Goal 3: The student will be able to</b> research, speak, and analyze various speeches for main ideas and to communicate to an audience.		
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
<Enter # of blocks of instruction here.>	<b>3.1. &lt;Enter objectives here.&gt;</b> <ul style="list-style-type: none"> <li>• SL.9-10.1The students will be able to come to discussions prepared, having read and researched material under study.</li> <li>• SL.9-10.1The students will be able to work with peers to set rules for collegial discussions and decision-making.</li> <li>• SL.9-10.2The students will be able to integrate multiple sources of information presented in diverse media or formats.</li> <li>• SL.9-10.6 Adapt speech to a variety of contexts and tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.&gt;</li> </ul> <p><b>Essential Questions:</b>  <b>What makes a great speech?</b>  <b>What makes a great listener?</b>  <b>Why write a speech?</b>  <b>Do we need speech writers?</b></p> <p><b>Enduring Understandings:</b>  <b>There are various ways to express oneself through debates, films, and other oral presentations.</b>  <b>Different types of speeches have different types of purposes.</b>  <b>A speaker selects the word choice and tone to convey an idea.</b></p> <p><b>Sample Conceptual Understandings:</b>  <b>Students will be able to express themselves in front of</b></p>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>&lt;Enter learning activities and assessment models here.&gt;</p> <p><b>Learning Activities:</b>  <b>Listen to famous speeches such as “I Have a Dream”</b>  <b>Critique famous speeches such as “ I Have a Dream”</b>  <b>Watch films of short stories, plays, and novels we have read in class such as The Odyssey and Romeo and Juliet.</b>  <b>Oral reports</b>  <b>Dramatic readings of different types of genres.</b>  <b>Class discussions</b>  <b>Oral presentations</b></p>

		<p>different audiences and for different purposes.</p>	<p>Listen to audio cassettes of short stories  Listen to audio cassettes of the novel  Listen to audiocassettes of the play  Present different projects to the class  Literature circles for the novel, non-fiction articles, and the play  Analyze speeches in the literature book and answer review questions about them.</p> <p><b>Assessment Models:</b>  Outlines for speeches  Research for speeches  Test grades on speeches  Test grades on debates  Test grades for oral presentations</p> <p><b>Additional Resources:</b>  Listen to famous speeches such as “I Have a Dream”  Critique famous speeches such as “ I Have a Dream”  Watch films of short stories, plays, and novels we have read in class such as The Odyssey and Romeo and Juliet.  Oral reports  Dramatic readings of different types of genres.  Class discussions  Oral presentations  Listen to audio cassettes of short stories  Listen to audio cassettes of the novel  Listen to audiocassettes of the play  Present different projects to the class  Literature circles for the novel, non-fiction articles, and the play  Analyze speeches in the literature book and answer review questions about them.</p>
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<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>English I/Grade 9</b>	<b>Big Idea: Conventions and Vocabulary</b>	
		<b>Topic: Informational text- Reading</b>	
		<b>Overarching Goals:</b>	
		<ol style="list-style-type: none"> <li>1. (1) They Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.&gt;</li> </ol>	
	<b>Goal 4: The student will be able to</b> analyze speeches and non-fiction for information and draw inferences from the text.		
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

<p>&lt;Enter # of blocks of instructions here.&gt;</p>	<p>4.1. &lt;Enter objectives here.&gt;</p> <ul style="list-style-type: none"> <li>L.9-10.1The students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>L.9-10.2The students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>L.9-10.4The students will be able to demonstrate or clarifying the meaning of unknown and multiple-meaning words using varying strategies.</li> <li>L.9-10.5The students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>&lt;Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.&gt;</li> </ul> <p><b>Essential Questions:</b></p> <p>Why is it important to know vocabulary words?</p> <p>Why is it important to know antonyms and synonyms for words?</p> <p>What are the different parts of speech?</p> <p>What are the ways to identify different parts of speech?</p> <p>What is the difference between a euphemism and an oxymoron?</p> <p><b>Enduring Understandings:</b></p> <p>A series of ideas or events can be analyzed in order to make a point using different vocabulary and parts of grammar.</p> <p>Vocabulary can be used different types of texts.</p> <p><b>Sample Conceptual Understandings:</b></p> <p><b>Use different types of informational text and explain its relevance in today’s world.</b></p> <p><b>Analyze different types of informational text to see how an author expresses himself/herself.</b></p>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p><b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p>&lt;Enter learning activities and assessment models here.&gt;</p> <p><b>Learning Activities:</b></p> <p>Complete grammar activities in context</p> <p>Complete grammar exercises at the end of short stories in the literature book.</p> <p>Complete grammar activities in teacher resource book for literature book.</p> <p>Complete grammar exercises in grammar textbook</p> <p>Daily warm-up exercises.</p> <p><b>Assessment Models:</b></p> <p>Tests on grammar and vocabulary.</p> <p>Quizzes on grammar and vocabulary.</p> <p><b>Additional Resources:</b></p> <p><b>Copies of famous speeches and non-fiction pieces of literature</b></p> <p>Grammar textbook</p> <p>Warm-up exercises</p> <p>Scope magazine</p> <p>Current events</p> <p>Literature textbook</p>
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**English I**

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## COURSE BENCHMARKS

**<Enter course goals below. These are those from the above pages>**

1. The students will be able to express themselves through oral presentation and active listening.
2. **The students will be able to analyze different styles of non-fiction and fiction for theme, plot development, and other literary terms.**
3. **The students will be able to analyze different types of written form to understand who the audience is and what the point of the written form is.**
4. **The students will be able to decide what makes a great story and decide the author's purpose.**