

# Paulsboro Schools



## Curriculum

CP English II

Grade < 10

<2011-2012>

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

# PAULSBORO SCHOOL DISTRICT

**Superintendent**  
**Dr. Frank Scambia**  
**BOARD OF EDUCATION**

**Curriculum writing team members: Nicole Beaman, Susan Howard**

**\*Greenwich Township Board of Education Representative**

# Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student 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 Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** 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.njcccs.org/search.aspx>

clicking on this link will take you here:

The screenshot shows the search interface for the New Jersey State Department of Education Core Curriculum Content Standards. The page title is "Academic Standards 2009 New Jersey Core Curriculum Content Standards". The search criteria section includes:

- Standards Search Criteria**
- Select Format Option:**  Standards  Learning Progressions/Horizontal Matrix
- Select Content Area:** Science
- Select Grade(s):** Preschool through 9 - 12
- Select Standard(s):**  All,  5.1- Science Practices,  5.2- Physical Science,  5.3- Life Science,  5.4- Earth Systems Science
- Select Strand(s):** [Dropdown menu]
- Buttons:** Search, Clear Search

The **Download Options** section includes:

- 21st Century Units
- Classroom Application Documents (CADs)
- \* Content Area selection required. All other options are not applicable to Units or CADs at this time.

Callout boxes provide instructions:

- "Pick your content area" points to the "Select Content Area" dropdown.
- "Select the grade level you're working on here" points to the "Select Grade(s)" dropdowns.
- "Select all to see all the standards that apply" points to the "All" checkbox under "Select Standard(s)".
- "Click search to start process" points to the "Search" button.
- "Find CPI's, assessments, and resources here" points to the "Download Options" section.

At the bottom, there is a "Keyword Site Search" section with a "Keyword:" input field and a "Search" button. The footer includes links for "Contact Us", "Privacy Notice", "Legal Statement", and "Accessibility Statement".

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

# New Jersey State Department of Education Core Curriculum Content Standards

## A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** 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.njcccs.org/search.aspx>

The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with.... The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above

We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

Content Area		Science	
<b>Standard</b>		<b>5.1 Science Practices:</b> All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.	
<b>Strand</b>		<b>A. Understand Scientific Explanations :</b> Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.	
end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry.	5.1.P.A.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
4	Fundamental scientific concepts and principles and the links between them are more useful than discrete facts.	5.1.4.A.1	Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.

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# Scope and Sequence Map

## Quarter 1

### Big Idea 1

**Reading: Literature and Informational Texts/Vocabulary**

The ability to read a variety of texts requires independence, comprehension and fluency.

### Big Idea 2

**Writing/Language**

Writing is the process of communicating in print for a variety of audiences and purposes. Effective writers understand the rules of language and have extensive vocabularies built through reading and study.

### Big Idea 3

**Speaking and Listening**

Oral language and listening are tools for communicating, thinking and learning.

## Quarter 2

### Big Idea 1

**Reading: Literature and Informational Texts/Vocabulary**

The ability to read a variety of texts requires independence, comprehension and fluency.

### Big Idea 2

**Writing/Language**

Writing is the process of communicating in print for a variety of audiences and purposes. Effective writers understand the rules of language and have extensive vocabularies built through reading and study.

### Big Idea 3

**Speaking and Listening**

Oral language and listening are tools for communicating, thinking and learning.

# Scope and Sequence Map Page 2

## Quarter 3

### Big Idea 1

**Reading: Literature and Informational Texts/Vocabulary**

The ability to read a variety of texts requires independence, comprehension and fluency.

### Big Idea 2

**Writing/Language**

Writing is the process of communicating in print for a variety of audiences and purposes. Effective writers understand the rules of language and have extensive vocabularies built through reading and study.

### Big Idea 3

**Speaking and Listening**

Oral language and listening are tools for communicating, thinking and learning.

## Quarter 4

### Big Idea 1

**Reading: Literature and Informational Texts/Vocabulary**

The ability to read a variety of texts requires independence, comprehension and fluency.

### Big Idea 2

**Writing/Language**

Writing is the process of communicating in print for a variety of audiences and purposes. Effective writers understand the rules of language and have extensive vocabularies built through reading and study.

### Big Idea 3

**Speaking and Listening**

Oral language and listening are tools for communicating, thinking and learning.



The next portion of this document deals with management of curriculum. Essential Questions, Enduring Understandings, and Sample Conceptual Understandings can be taken from the NJCCCS for each discipline found at:

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

Suggestions for Instructional tools/ materials/technology/ resources/ learning activities/ Inter-discipline Activities and assessment models can be found in the CPI's (Cumulative Progress Indicators) portion of the NJCCCS; or may be materials you already use. If you chose to use your own materials they need to be of equal or better quality and at the same high cognitive levels that are noted in the parenthesis in the CPI's.

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 teachers.

You need to have one page like this for every Big Idea you identified on the Scope and Sequence Map pages of this document.

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

# Curriculum Management System – Big Idea 1

## Subject/ Grade level

### Quarter 1

### Objective/ Cluster Concept/ Cumulative Progress Indicators

Taken from CPI's in NJCCCS standards

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

### The student will be able to:

RL.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.

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

## Big Idea 1

Reading: Literature and Informational Texts/Vocabulary

The ability to read a variety of texts requires independence, comprehension and fluency.

## Topic: The Short Story

### Overarching Goals:

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.>

**Goal 1: Students will read short stories and analyze the basic elements of plot, characterization, theme, setting, point of view, literary techniques, and figurative language.**

### Essential Questions:

- How does understanding a text's structure help the reader better understand its meaning?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to an author's use of language?
- How do readers construct meaning from a text?
- How do readers determine the meaning of unfamiliar words in a text?

### Enduring Understandings:

- Understanding of a text's features, structures, and

### Learning Activities:

- **Before Reading Strategies** –preview text, activate background knowledge, make predictions, journal writing about themes from text, etc.
- **During Reading Strategies** – summarizing, paraphrasing, read ahead, ask questions about text, reread sentence or paragraph, make connections, stop and review/chunking, etc.
- **After Reading Strategies** – Literature

text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.6. 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.

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.

L.9-10.4.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.

L.9-10.4.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.

L.9-10.4.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

characteristics facilitate the reader's ability to make meaning of the text.

- Good readers employ strategies such as summarizing, paraphrasing, reading ahead, etc. to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- An author's use of language shapes meaning and tone in a text
- Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful
- Readers use a variety of strategies such as using context clues or consulting a dictionary to find the meaning of new words.

Circles, group questions, Retell and summarize, graphic organizers such as story map, pair and share, write to support understanding, make connections (text to text, text to self, text to world), discuss and respond, Jeopardy Review Game, Notetaking

- Vocabulary study of words from text

## Assessment Models:

Class Participation  
Homework/Classwork  
Projects  
Quizzes/Tests

## Additional resources:

Prentice Hall Literature Platinum: *Timeless Voices, Timeless Themes*  
Teacher Handouts  
Audio recordings  
Dictionary  
ELMO  
Laptops  
Compass Odyssey

meanings.		
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## Curriculum Management System - Big Idea 2

Subject/ Grade level	Suggested days of instruction	
<p><b>Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators</b></p> <p>Taken from CPI's in NJCCCS standards  <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a></p> <p><b>The student will be able to:</b></p> <p>. 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.</p> <p>W.9-10.1.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.</p> <p>W.9-10.1.b. Develop claim(s) and</p>	<p><b>Big Idea</b>  <b>Writing/Language</b>            Writing is the process of communicating in print for a variety of audiences and purposes. Effective writers understand the rules of language and have extensive vocabularies built through reading and study.</p>	
	<p><b>Topic: Argumentative Writing</b></p>	
	<p><b>Overarching Goals:</b></p> <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>	
	<p><b>Goal 1: The students will write arguments to support claims in an analysis of topics using valid reasoning, and relevant and sufficient evidence.</b></p>	
		<p><b>Essential Questions:</b></p> <p>What is the purpose of argumentative writing?            How is word choice and language crucial to argumentative writing?            How does the writer's knowledge of the audience influence the development of the argumentative essay?</p> <p><b>Enduring Understanding:</b></p>

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.

W.9-10.1.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.

W.9-10.1.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.

W.9-10.1.e. Provide a concluding statement or section that follows from and supports the argument presented.

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

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The purpose of a persuasive essay is to present and develop a compelling argument for the position taken in the essay.

Command of the rules of language and effective word choice are essential in creating a successful persuasive argument.

The writer's understanding of his/her audience is integral in determining the development and organization of the argument, as well as the stylistic techniques that can be utilized in writing

Scoring Rubric

## Assessment Models:

Holistic scoring of persuasive writing  
Homework  
Classwork

## Additional resources:

*Write Source*

Handouts

Teacher produced models

NJ Holistic Scoring Rubric

Elmo

## Curriculum Management System – Big Idea 3

Subject/ Grade level	Suggested days of instruction	
<p><b>Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators</b></p> <p>Taken from CPI's in NJCCCS standards  <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a></p> <p><b>The student will be able to:</b></p> <p>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.</p> <p>SL.9-10.1.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.</p> <p>SL.9-10.1.b. Work with peers to set</p>	<p><b>Big Idea</b>  <b>Speaking and Listening</b>                      Oral language and listening are tools for communicating, thinking and learning.</p>	
	<p><b>Topic: -</b>  <b>Short Story Discussion Groups</b></p>	
	<p><b>Overarching Goals:</b></p>	
	<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>	
	<p><b>Goal 1: Students will participate effectively in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners in response to short stories and connected themes and issues</b></p>	
	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can discussion increase our knowledge and understanding of an idea?</li> <li>• How is listening an important part of discussion?</li> <li>• What role does questioning and contributing play in group discussion?</li> </ul>	<p><b>Learning Activities:</b></p> <p>Review of Bloom's Taxonomy                      Socratic Seminars                      Literature Circles                      Whole group and small group discussions                      Student Presentations</p> <p><b>Assessment Models:</b></p> <p>Classwork                      Participation and Preparation Grades</p>

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.9-10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1.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.9-10.4. 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.

## Enduring Understanding:

- Oral discussion helps to build connections to others and create opportunities for learning
- Listening is an active process to gain understanding.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

## Additional resources:

Bloom's Taxonomy  
Socratic Seminar Instructional Guides and Student Handouts  
Professional Publications on Literature Circles  
Copies of stories

# Curriculum Management System Big Idea 1

Subject/ Grade level	Suggested days of instruction	
<p><b>Quarter 2</b></p> <p><b>Objective/ Cluster</b></p> <p><b>Concept/ Cumulative</b></p> <p><b>Progress Indicators</b></p> <p>Taken from CPI's in NJCCCS standards  <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a></p> <p><b>The student will be able to:</b></p> <p>RL.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.</p> <p>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.</p> <p>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.</p>	<p><b>Big Idea 1</b></p> <p><b>Reading: Literature and Informational Texts/Vocabulary</b></p> <p>The ability to read a variety of texts requires independence, comprehension and fluency.</p>	
	<p><b>Topic: The Novel</b></p>	
	<p><b>Overarching Goals:</b></p>	
	<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>	
	<p><b>Goal 1: Students will analyze historical and cultural background, multiple themes, parallel plots, sub-plots, character development, and literary techniques in an in-depth study of a novel.</b></p>	
	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does the historical and cultural setting of a novel impact character, plot, and theme?</li> <li>• How does an author develop theme(s) over the course of a novel?</li> <li>• What is the value of examining literary techniques in literature?</li> </ul> <p><b>Enduring Understanding:</b></p>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Elements of Fiction Scavenger Hunt</li> <li>• Pre-reading Activity on Historical Setting of Novel and its influence on author and novel</li> <li>• Cooperative Learning Activities</li> <li>• Independent Reading</li> <li>• Group Discussions</li> <li>• Close Readings of Key Scenes and Passages</li> <li>• Open Ended Questions</li> <li>• Time Capsule Letter</li> </ul>



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.

RL.9-10.6. 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.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

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).

- Understanding the historical and cultural setting of a novel is crucial to an accurate interpretation and analysis of the novel's characters, plot, and theme.
- An author uses recurring motifs, parallel themes, and subplots to advance major themes of the novel.
- Timeless literature is not only a good story but also a model of beautiful writing.

- Chapter Summaries
- Response to Literature Essays
- Debate ideas and themes presented in the novel
- Literature Circles
- Socratic Seminar
- Skits to examine multiple points of view in the novel.
- Test Review/ Study Guides

## Assessment Models:

Chapter Summaries

Class Participation

Homework/Classwork

Holistic Scoring of Open Ended Questions and Persuasive Essays

## Additional resources:

*To Kill a Mockingbird* – paperback

Non-fiction sources on Emmitt Till and Rosewood, Florida

Film – *To Kill a Mockingbird*

Audio recording of novel

Teacher handouts

Laptops

# Curriculum Management System Big Idea 2

Subject/ Grade level	Suggested days of instruction	
<p><b>Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators</b></p> <p>Taken from CPI's in NJCCCS standards  <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a></p> <p><b>The student will be able to:</b></p> <p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>W.9-10.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection,</p>	<p><b>Big Idea</b></p> <p><b>Writing/Language</b></p> <p>Writing is the process of communicating in print for a variety of audiences and purposes. Effective writers understand the rules of language and have extensive vocabularies built through reading and study.</p>	
	<p><b>Topic: Narrative Writing</b></p>	
	<p><b>Overarching Goals:</b></p>	
	<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>	
	<p><b>Goal 1: The student will write a personal narrative using effective technique, details and event sequences.</b></p>	
	<p><b>Essential Questions:</b></p> <p>How do writers engage their readers by sharing personal experiences?            What are the qualities of an effective narrative?            How is word choice and language usage crucial to narrative writing?</p> <p><b>Enduring Understanding:</b></p> <p>Writers engage the reader by introducing a problem and developing characters and events to relate the</p>	<p><b>Learning Activities:</b></p> <p>Grammar and usage craft lessons            Examine models of good narratives            Pre-writing            Writing and editing            Peer revision            Self-reflection and scoring using the NJ Holistic Scoring Rubric</p> <p><b>Assessment Models:</b></p>

and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

experience.

Writers use a variety of techniques (dialogue, pacing, suspense, etc.) to develop experiences, events, and/or characters to contribute to the overall tone of the narrative.

Effective use of language conveys a vivid picture of the experience, events, setting, and/or characters.

Holistic scoring of narrative writing

Homework

Classwork

## **Additional resources:**

*Write Source*

Handouts

Teacher produced models

NJ Holistic Scoring Rubric

Elmo

# Curriculum Management System Big Idea 3

<b>Subject/ Grade level</b>	<b>Suggested days of instruction</b>	
<b>Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators</b> Taken from CPI's in NJCCCS standards <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a> <b>The student will be able to:</b> 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.  SL.9-10.1.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.9-10.1.b. Work with peers to set rules for collegial discussions and	<b>Big Idea</b> Speaking and Listening Oral language and listening are tools for communicating, thinking and learning.	
	<b>Topic: Novel Study Groups</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 Students will participate effectively in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners in response to short stories and connected themes and issues</b>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can discussion increase our knowledge and understanding of an idea?</li> <li>• How is listening an important part of discussion?</li> <li>• What role does questioning and contributing play in group discussion?</li> </ul> <b>Enduring Understanding:</b>	<b>Learning Activities:</b> Collaborative Study and Oral Presentation on some aspect of the novel. Small Group Discussions Whole Discussions Literature Circles  <b>Assessment Models:</b> Participation Oral Presentation Rubric Classwork/Individual Preparation	

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.9-10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1.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.9-10.4. 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.

- Oral discussion helps to build connections to others and create opportunities for learning
- Listening is an active process to gain understanding.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

## **Additional resources:**

Copy of novel  
Internet Sources  
Bloom's Taxonomy  
Teacher Handouts

# Curriculum Management System – Big Idea 1

Subject/ Grade level	Suggested days of instruction	
<p><b>Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators</b></p> <p>Taken from CPI's in NJCCCS standards  <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a></p> <p><b>The student will be able to:</b></p> <p>RL.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.</p> <p>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.</p> <p>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.</p>	<p><b>Big Idea</b></p> <p>Reading: Literature and Informational Texts/Vocabulary            The ability to read a variety of texts requires independence, comprehension</p>	
	<p><b>Topic: Greek Drama and Mythology</b></p>	
	<p><b>Overarching Goals:</b></p>	
	<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>	
	<p><b>Goal 1: Students will examine tragedy and the tragic hero in dramatic literature.</b></p>	
	<p><b>Essential Questions:</b></p> <p>How did the culture, values and religious beliefs of the Ancient Greeks influence their writing?</p> <p>What is a tragic hero?</p> <p><b>Enduring Understanding:</b></p> <p>The Ancient Greek's beliefs in ideas such as fate, the after-life, and the gods are the driving force of characters, plots, and themes.</p> <p>A tragic hero is person of great significance whose tragic flaw (hubris) leads to his or her downfall , suffering, or defeat.</p>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Prereading Activity – Connecting Freud's "Oedipus Complex" to the story of Oedipus.</li> <li>• Read abridged version of the Oedipus myth and connect to Freud's theories.</li> <li>• Small and Whole Class Read Alouds</li> <li>• Independent Reading</li> <li>• Cooperative Discussion</li> <li>• Text to Self, Text to Text, and Text to World Connections</li> <li>• Literature Circles</li> <li>• Define Greek Theater Terms (ode, chorus, parados, etc.)</li> <li>• Argumentative Essay – Who is the tragic hero of the play?</li> <li>• Open Ended Responses</li> </ul>

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.

RL.9-10.6. 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.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

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).

## **Assessment Models:**

Holistic Scoring of Essays and Open Ended Responses  
Class Participation  
Quizzes/Tests  
Projects

## **Additional resources:**

Nonfiction readings on Freud, Oedipus Complex  
Prentice Hall Literature – Sophocles *Antigone*  
Retold Classic Myths (Oedipus)  
Handouts  
Online Source Material

# Curriculum Management System Big Idea 2

<b>Subject/ Grade level</b>	<b>Suggested days of instruction</b>		
<p><b>Quarter 3</b></p> <p><b>Objective/ Cluster Concept/ Cumulative</b></p> <p><b>Progress Indicators</b></p> <p>Taken from CPI's in NJCCCS standards  <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a></p> <p><b>The student will be able to:</b></p> <p>information flexibly and dynamically.</p> <p>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.)</p> <p>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.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing</p>	<p><b>Big Idea</b></p> <p><b>Writing/Language</b></p> <p>Writing is the process of communicating in print for a variety of audiences and purposes. Effective writers understand the rules of language and have extensive vocabularies built through reading and study.</p> <p><b>Topic: Short Research Paper</b></p> <p><b>Overarching Goals:</b></p> <div style="border: 1px solid black; padding: 5px;"> <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> </div> <p><b>Goal 1: Students will write in a variety of genres for different audiences and purposes while demonstrating an understanding of the rules of language.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do you develop a thesis and use clear reasons and relevant evidence to support your ideas?</li> <li>2. How do you write a report drawing on several sources to prove your thesis?</li> <li>3. How do you organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Writers propose a question about a subject and</li> </ol> </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p><b>Learning Activities:</b></p> <p>Womens/Black History Month Project:                      Researching and writing about important authors and themes in their writing</p> <ul style="list-style-type: none"> <li>• Complete Source Cards (3 sources required)</li> <li>• Develop a thesis statement</li> <li>• Create an outline</li> <li>• Explore MLA Format</li> <li>• Pre-writing,</li> </ul> </td> </tr> </table>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do you develop a thesis and use clear reasons and relevant evidence to support your ideas?</li> <li>2. How do you write a report drawing on several sources to prove your thesis?</li> <li>3. How do you organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Writers propose a question about a subject and</li> </ol>	<p><b>Learning Activities:</b></p> <p>Womens/Black History Month Project:                      Researching and writing about important authors and themes in their writing</p> <ul style="list-style-type: none"> <li>• Complete Source Cards (3 sources required)</li> <li>• Develop a thesis statement</li> <li>• Create an outline</li> <li>• Explore MLA Format</li> <li>• Pre-writing,</li> </ul>
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products, taking advantage of technology's capacity to link to other information and to display

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.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.

W.9-10.9.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").

narrow it in such a way that can be proven through relevant evidence found in multiple sources.

2. Writers gather and critique information from a variety of sources to support their thesis.
3. Writers follow the standard guidelines for a research paper using the MLA format

## **Assessment Models:**

Grading of the steps of the research paper  
Holistic Scoring of Final Draft  
Homework  
Classwork  
Participation

## **Additional resources:**

Library Sources (book and database)  
Internet Sources  
Write Source  
Teacher Handouts  
Models of Student Writing  
Plagiarism DVD

# Curriculum Management System Big Idea 3

<p><b>Subject/ Grade level</b></p>		
<p><b>Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators</b></p> <p>Taken from CPI's in NJCCCS standards  <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a></p> <p><b>The student will be able to:</b></p> <p>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.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>Big Idea</b>  <b>Speaking and Listening</b>          Oral language and listening are tools for communicating, thinking and learning.</p>	
	<p><b>Topic: Oral Presentations: Women's and Black History Month</b></p>	
	<p><b>Overarching Goals:</b></p> <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>	
	<p><b>Goal 1: Students will orally present findings from a short research project.</b></p>	
	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does a speaker communicate so others will listen and understand the message?</li> <li>• How does choice of words affect the message?</li> <li>• How do visual aids enhance a presentation?</li> </ul> <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• A speaker selects a form and organizational pattern based on the audience and purpose</li> <li>• A speaker's choice of words and style set a tone and define the message.</li> <li>• Visual aids assist in engaging the audience and reinforces understanding.</li> </ul>	<p><b>Learning Activities:</b></p> <p>Review characteristics of a good oral presentation          Preparation of materials (note cards, outline, visual aids, rehearsal with peers)          Review of speech rubric          In class Oral Presentation s</p> <p><b>Assessment Models:</b></p> <p>Speech Rubric</p> <p><b>Additional resources:</b></p> <p>Write Source          Teacher Handouts          Elmo          Models of note cards</p>

# Curriculum Management System Big Idea 1

<b>Subject/ Grade level</b>		
<b>Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators</b> Taken from CPI's in NJCCCS standards <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a> <b>The student will be able to:</b>  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	<b>Big Idea</b> <b>Reading: Literature and Informational Texts</b> The ability to read a variety of texts requires independence, comprehension	
	<b>Topic: Poetry</b>	
	<b>Overarching Goals:</b>	
	<b>Goal 1: Students will identify the unique characteristics of the poetry genre and apply these techniques to their own poems.</b>	
	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How is poetry different from other art forms?</li> <li>• What is an appreciation of poetry?</li> <li>• What determines the value of poetry?</li> </ul> <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• Poetry has unique features such as stanzas, rhythm and meter, and figurative language.</li> <li>• An appreciation of poetry is experienced when the reader makes a connection to ideas and themes in poems as they relate to his or her life experiences.</li> <li>• The value of poetry is unique to each individual.</li> </ul>	<b>Learning Activities:</b> Poetry reading and discussion in small groups. Whole class discussions. Independent readings. Review of poetic devices. Respond to poetry in journal .  <b>Assessment Models:</b> Class Participation Homework/Classwork Student Generated Poetry Rubric Poetry Writing Project Unit Test

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.

### **Additional resources:**

Prentice Hall Literature Platinum: Timeless  
Voices, Timeless Themes  
Online poetry websites  
Teen Ink.  
Library

# Curriculum Management System Big Idea 2

Subject/ Grade level	Suggested days of instruction	
<p><b>Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators</b></p> <p>Taken from CPI's in NJCCCS standards  <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a></p> <p><b>The student will be able to:</b></p> <p>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.</p> <p>W.9-10.1.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.</p> <p>W.9-10.1.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.</p>	<p><b>Big Idea</b></p> <p><b>Writing</b></p> <p>Writing is the process of communicating in print for a variety of audiences and purposes.</p>	
	<p><b>Topic: 1)Expository Writing</b></p> <p><b>2)Creative Writing/Poetry</b></p>	
	<p><b>Overarching Goals:</b></p> <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>	
	<p><b>Goal 1: Students will write an expository essay to examine and analyze ideas and information.</b></p> <p><b>Goal 2: Students will express personal ideas and experiences though imaginative writing.</b></p>	
	<p><b>Essential Questions:</b></p> <p>How does a writer choose a particular form of writing?</p> <p>How does a writer develop a topic in an expository essay?</p> <p>Why must a writer follow the rules of language?</p> <p>What is the value of creative expression?</p> <p><b>Enduring Understanding:</b></p> <p>A writer selects a form based on audience and purpose.</p> <p>Writers develop the topic thoroughly with details</p>	<p><b>Learning Activities:</b></p> <p><b>Expository:</b></p> <p>Examine models of good expository essays</p> <p>Pre-writing</p> <p>Writing and editing</p> <p>Peer revision</p> <p>Self-reflection and scoring using the NJ Holistic Scoring Rubric</p> <p><b>Creative:</b></p> <p>Using ideas, forms, and techniques from poems</p>

<p>W.9-10.1.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.</p> <p>W.9-10.1.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.</p> <p>W.9-10.1.e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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.)</p> <p>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.</p>	<p>such as facts, extended definitions, concrete details, quotations, and examples.  Rules and conventions of language help readers understand what is being communicated.  Creative writing is a means to explore meaning and respond to literature.</p>	<p>studied in class, students will create their own poems.  Peer feedback groups.  Cooperative Activity-Create a Rubric  Study of Individual Poets</p> <p><b>Assessment Models:</b>  Holistic scoring of expository and creative writing  Homework  Classwork  Peer Criticism</p> <p><b>Additional resources:</b>  <i>Write Source</i>  Handouts of essays and poems  Teacher produced models  NJ Holistic Scoring Rubric  COW Cart  Smartboard</p>
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## Curriculum Management System Big Idea 3

<p><b>Subject/ Grade level</b></p>	
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# Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators

Taken from CPI's in NJCCCS standards

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

## The student will be able to:

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.

SL.9-10.1.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.9-10.1.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.

## Big Idea

Speaking and Listening

Oral language and listening are tools for communicating, thinking and learning.

## Topic: Poetry Response Groups

### Overarching Goals:

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.>

**Goal 1: Students will participate effectively in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners in response to poems.**

### Essential Questions:

- How can discussion increase our knowledge and understanding of an idea?
- How is listening an important part of discussion?
- What role does questioning and contributing play in group discussion?

### Enduring Understanding:

- Oral discussion helps to build connections to others and create opportunities for learning
- Listening is an active process to gain understanding.

### Learning Activities:

Group discussions of student poems  
Small group and whole class discussions of published poems

### Assessment Models:

Class Participation  
Homework  
Classwork

### Additional resources:

Literature Book  
Poetry Anthologies  
Internet  
Write Source  
Elmo

SL.9-10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1.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.9-10.4. 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.

- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

## Course Benchmarks

These are the CPI's you identified in the Curriculum Management system. They are the things your students will be able to do when they are finished this course.



**Students will be able to:**

**1.**