



# **9<sup>TH</sup>, 10<sup>TH</sup>, 11<sup>TH</sup> AND 12<sup>TH</sup> GRADE ELA CURRICULUM**

**Middle Township Public Schools  
216 S. Main Street  
Cape May Court House, NJ 08210**

**Born: JULY 2024**



**GRADE 9 ELA  
CURRICULUM**

**Middle Township Public Schools  
216 S. Main Street  
Cape May Court House, NJ 08210**

**Born: July 2024**

**Middle Township Public Schools - ELL- 9<sup>th</sup> Grade**  
***View ELL, Special Education, and Gifted & Talented Accommodations Addendums at the end of this document***  
**Middle Township High School**  
**Introduction**

This curriculum is a living document; it has been created collaboratively by teachers for their colleagues as a guide for lesson planning. It is designed for updates and reviews as students' needs change, as the school implements new technology, and as the district acquires new publications/textbooks.

This curriculum has been prepared to meet the requirements of the Middle Township Board of Education and the New Jersey Department of Education. The activities and texts provided in this curriculum are aligned with the New Jersey Student Learning Standards for English Language Arts Grades 9-10. These standards address student competencies in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and steadily work toward meeting the more general expectations as described in the standards.

**Course Description Grade 9**

The purposes of the English 9 course are as follows:

1. To learn to use reading, writing, listening, speaking, and language skills individually and in groups.
2. To have literacy skills necessary for personal and shared use throughout life.
3. To develop a personal voice and prepare for interdisciplinary studies and the English 10 academic experience.

This course is an introduction to literature. English 9 covers literary terminology, vocabulary building, grammar review, test-taking strategies and a range of text types. Students will be reading fictional literature as well as non-fiction informational texts. The course introduces students to the requirements and expectations of the student essay and offers the opportunity to write in various text

types and for a variety of purposes. This includes narratives, arguments, explanatory and informative texts and research writing. Students will have assessments throughout the course.

## Interdisciplinary Connections

6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

## Integration of Technology

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

## 21<sup>st</sup> Century Skills

### **All other 9.4 Performance Expectations Except Technology Literacy**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

## Career Education

## Standard 9.2 Performance Expectations

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

### Pacing Guide

UNIT TITLE	ENDURING UNDERSTANDINGS	NJSLS	TIMEFRAME
<p><b>1. Fiction/ Non-Fiction -Narrative Writing</b></p>	<p>Students will actively read various genres and types of text with fluency and comprehension.</p> <p>Students will identify, describe, evaluate, and synthesize central ideas in text.</p> <p>Students will analyze how words create tone and mood in order to advance the purpose of work.</p> <p>Students will evaluate the use of narrative elements and write their own narrative writing piece</p> <p>Students will analyze, discuss and write about the text they read in a coherent manner</p>	<p><b>Reading:</b> RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10; RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4</p> <p><b>Writing:</b> W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9</p> <p><b>Speaking/Listening:</b> SL.9-10.1, SL.9-10.4, SL.9-10.6</p> <p><b>Language:</b> L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.6</p> <p><b>21st Century:</b> 9.4.2CI.1</p> <p><b>Interdisciplinary Connections:</b> 6.1.12.CivicsPR.6.a</p>	<p>25-42 Days</p>

<p><b>2. Non-Fiction/ Argumentative Writing</b></p>	<p>Students will actively read various genres and types of text with fluency and comprehension.</p> <p>Students will identify, describe, evaluate, and synthesize central ideas in text.</p> <p>Students will analyze how words create tone and mood in order to advance the purpose of work.</p> <p>Students will read multiple arguments and compare the effectiveness of the arguments</p> <p>Students will evaluate different types of non-fiction and the devices used to present the information.</p> <p>Students will write their own argument based on the text in a coherent manner.</p> <p>Students will engage effectively in collaborative discussions, posing meaningful questions to others, connecting opinions, and articulating thoughts, backed up with evidence and examples.</p>	<p><b>Reading:</b> RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.10</p> <p><b>Writing:</b> W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9, W.9-10.10</p> <p><b>Speaking/Listening:</b>SL.9-10.1,SL. 9-10.2, SL. 9-10.3,SL.9-10.4, SL. 9-10.5, SL.9-10.6</p> <p><b>Language:</b> L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.6</p> <p><b>Technology : 9.4.12.TL.4</b></p> <p><b>Interdisciplinary Connections:</b> 6.1.12.CivicsPR.6.a</p> <p><b>21st Century:</b> 9.4.2CI.1</p>	<p>21-28 Days</p>
<p><b>Novel</b></p>	<p>Students will actively read assigned novels with fluency and comprehension.</p> <p>Students will identify, describe, evaluate, and synthesize central ideas in text.</p>	<p><b>Reading:</b> RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.7, RL.9-10.9, RL.9-10.10</p> <p><b>Writing:</b> W.9-10.1, W.9-10.4, W.9-10.5, W.9-10.6,</p>	<p>35-49 Days</p>

	<p>Students will analyze how words create tone and mood in order to advance the purpose of work.</p> <p>Students will understand that literature presents central ideas and the author's perspective through major events and word choice.</p> <p>Students will analyze text and have the ability to prove analysis with text.</p> <p>Students will write and support their central idea(s) with text and coherent explanation and reasoning</p> <p>Students will engage effectively in collaborative discussions, posing meaningful questions to others, connecting opinions, and articulating thoughts, backed up with evidence and examples.</p>	<p>W.9-10.9, W.9-10.10</p> <p><b>Speaking/Listening:</b> SL.9-10.1, SL.9-10.4, SL.9-10.6</p> <p><b>Language:</b> L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.6</p> <p><b>Technology :</b> 9.4.12.TL.4</p> <p><b>Interdisciplinary Connections:</b> 6.1.12.CivicsPR.6.a</p> <p><b>21st Century:</b> 9.4.2CI.1</p>	
<p><b>3. The Odyssey</b></p>	<p>Students will actively read the “Odyssey” with fluency and comprehension.</p> <p>Students will identify, describe, evaluate, and synthesize central ideas in text.</p> <p>Students will analyze character motive and accountability and make connections to their own cultural experiences.</p>	<p><b>Reading:</b> RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10</p> <p><b>Writing:</b> W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9</p> <p><b>Speaking/Listening:</b> SL.9-10.1, SL.9-10.4, SL. 9-10.5, SL.9-10.6</p> <p><b>Language:</b> L.9-10.4, L.9-10.6</p>	<p>28-42 Days</p>



	<p>Students will identify and analyze the poetic elements in The Odyssey and how they lend to the development of the story as well as provide imagery and description</p> <p>Students will engage effectively in collaborative discussions, posing meaningful questions to others, connecting opinions, and articulating thoughts, backed up with evidence and examples.</p>		
<p><b>4. Romeo and Juliet</b></p>	<p>Students will make inferences based on the text, and explain these by citing evidence in support of their opinions.</p> <p>Students will determine themes or central ideas of the text and analyze its development over the course of the play.</p> <p>Students will analyze the impact of the author’s choices regarding how to develop elements of the drama, as well as how to structure specific parts of a text.</p> <p>Students will engage effectively in collaborative discussions, posing meaningful questions to others, connecting opinions, and articulating thoughts, backed up with evidence and examples.</p> <p>Students will read Shakespeare out loud as well as hear Shakespeare read.</p> <p>Students will compare text to multimedia in a way to help with meaning as well as provoke thoughtful conversation about choices.</p>	<p><b>Reading:</b> RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10</p> <p><b>Writing:</b> W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9</p> <p><b>Speaking/Listening:</b> SL.9-10.1, SL.9-10.4, SL.9-10.6</p> <p><b>Language:</b> L.9-10.4, L.9-10.6</p> <p><b>Interdisciplinary Connections:</b> 6.1.12.CivicsPR.6.a</p> <p><b>21st Century:</b> 9.4.2CI.1</p>	<p>28-42 Days</p>

<p><b>5. Research Project</b></p>	<p>Students will develop a thesis for a research topic.</p> <p>Students will research, outline and organize findings to use in a research paper.</p> <p>Students will write a research paper utilizing APA or MLA format.</p> <p>Students will peer edit papers.</p> <p>Students will submit papers electronically and make revisions after grading so to gain further understanding of how to write a proper research paper.</p>	<p><b>Writing:</b> W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.9, W.9-10.10</p> <p><b>Language:</b> L.9-10.1, L.9-10.2, L.9-10.3</p> <p><b>Technology :</b> 9.4.12.TL.4</p> <p><b>Interdisciplinary Connections:</b> 6.1.12.CivicsPR.6.a</p> <p><b>21st Century:</b> 9.4.2CI.1</p> <p><b>Career:</b> 9.2.12.CAP.2</p>	<p>28-42 Days</p> <p>Can run concurrently with another unit</p>
<p><b>6. Grammar Instruction: Parts of Speech and Parts of Sentence</b></p>	<p>Students will learn proper grammatical rules in order to improve their writing as well as help them utilize new vocabulary.</p> <p>Students will learn proper grammatical rules in order to help them with testing such as SATs and PSATs.</p>	<p><b>Language: L.9-10.1, L.9-10.3</b></p>	<p>28-42 Days</p> <p>Can be taught separately or as mini lessons during the year</p>

<b>Content Area</b>	<b>Freshmen English</b>		<b>Grade: 9</b>
<b>Unit Plan Title:</b>	<b>Fiction/ Non-Fiction - Narrative Writing</b>		
<b>Overview/Rational</b>			
Students will read various genres and types of text with fluency and comprehension in order to evaluate main ideas and understand important literary devices. Students will also take knowledge of narrative elements and use this understanding in their own writing.			
<b>NJLSA</b>			
<b>Reading:</b> RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10; RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4 <b>Writing:</b> W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9 <b>Speaking/Listening:</b> SL.9-10.1, SL.9-10.4, SL.9-10.6 <b>Language:</b> L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.6 <b>21st Century:</b> 9.4.2CI.1 <b>Interdisciplinary Connections:</b> 6.1.12.CivicsPR.6.a			
<b>Key Vocabulary</b>		<b>Suggested Texts</b>	
Exposition, Setting, Rising action, Climax, falling action, resolution, theme, suspense, internal conflict, external conflict, direct and indirect characterization, protagonist, antagonist, static and dynamic characters, allegory, symbolism, imagery, point-of-view, figurative language, allusion, key vocabulary from text		“New Directions” “The Cask of Amontillado” “The Most Dangerous Game” from “A White House Diary” “The Scarlet Ibis” “The Golden Kite, the Silver Wind” “Diversity of juries may lead to fairer verdicts, study says” -	

	<p>Commonlit (<b>diversity, equity and inclusion</b>)          “On Disability Rights: Highlights from Speeches by Ed Roberts” -          Commonlit (<b>diversity, equity and inclusion</b>)</p>
<b>Assessment Evidence:</b>	
<p><b>Formative Assessments</b>          Comprehension questions          Study guides</p> <p><b>Summative Assessments</b>          Graphic organizers/Venn diagrams          Plot diagrams</p>	<p><b>Benchmark Assessments</b>          Progress monitoring          Quizzes          Comprehension quizzes          Unit tests          Writing pieces</p> <p><b>Alternative Assessment</b>          Exit Slips</p>
<b>List of Core Instructional and Supplemental Materials</b>	
<p>Prentice Hall Literature, Grade 9, Penguin Edition          CommonLit.org</p>	
<b>Suggested Timeframe</b>	
<p>35-42 Days</p>	

<b>Content Area</b>	<b>Freshmen English</b>		<b>Grade: 9</b>
<b>Unit Plan Title:</b>	<b>Non-Fiction / Argumentative Writing</b>		
<b>Overview/Rational</b>			
<p>Students will look at different methods of presenting non-fiction information including speeches, articles and essays as a way to evaluate devices used to inform, entertain or persuade audiences. Additionally, students will learn to identify purpose, perspective, style and tone. This will help them evaluate arguments and write about them.</p>			
<b>NJSLSA</b>			
<p><b>Reading:</b> RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.10  <b>Writing:</b> W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9, W.9-10.10  <b>Speaking/Listening:</b> SL.9-10.1, SL. 9-10.2, SL. 9-10.3, SL.9-10.4, SL. 9-10.5, SL.9-10.6  <b>Language:</b> L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.6  <b>Technology :</b> 9.4.12.TL.4  <b>Interdisciplinary Connections:</b> 6.1.12.CivicsPR.6.a  <b>21st Century:</b> 9.4.2CI.1</p>			
<b>Key Vocabulary</b>		<b>Suggested Texts</b>	
<p>essay, article, speech, style, tone, perspective, purpose, key vocabulary from text</p>		<p>Graffiti: Art or Crime Unit - CommonLit  OR  Various Selections from Unit 3: Types of Non-Fiction - Prentice Hall</p>	

Assessment Evidence:	
<p><b>Formative Assessments</b>  Exit Tickets  Class Discussion  Graphic Organizers  Homework  Warm-Up / Do Now</p> <p><b>Summative Assessments</b>  Unit Test  Quizzes  Writing Pieces</p>	<p><b>Benchmark Assessments</b>  Progress monitoring  Writing pieces</p> <p><b>Alternative Assessment</b>  Group Presentations  Student Reflection  Writing Pieces</p>
List of Core Instructional and Supplemental Materials	
Prentice Hall Literature, Grade 9, Penguin Edition CommonLit.org	
Suggested Timeframe	
21-28 Days	

<b>Content Area</b>	<b>Freshmen English</b>		<b>Grade: 9</b>
<b>Unit Plan Title:</b>	<b>The Novel, Analysis Writing</b>		
<b>Overview/Rational</b>			
<p>Through reading novels, students broaden their understanding of the world, which will aid them throughout life's challenges. Reading stories helps to foster more tolerance towards other cultures and more understanding of different people. A reader knows there's always more to people than what the first page shows.</p>			
<b>NJSLSA</b>			
<p><b>Reading:</b> RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.7, RL.9-10.9, RL.9-10.10  <b>Writing:</b> W.9-10.1, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9, W.9-10.10  <b>Speaking/Listening:</b> SL.9-10.1, SL.9-10.4, SL.9-10.6  <b>Language:</b> L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.6  <b>Technology : 9.4.12.TL.4</b>  <b>Interdisciplinary Connections:</b> 6.1.12.CivicsPR.6.a  <b>21st Century:</b> 9.4.2CI.1</p>			
<b>Key Vocabulary</b>		<b>Suggested Texts</b>	
<p>Characterization, Satire, Irony: verbal, dramatic, situational, Foreshadowing, Theme, Conflict, Allegory, Symbolism, Conflict, key vocabulary from text</p>		<p>Animal Farm, Night, Separate Peace  Great Expectations, Slam, Hunger Games Series</p>	

Assessment Evidence:	
<p><b>Formative Assessments</b>  Exit Tickets  Class Discussion  Graphic Organizers  Homework  Warm-Up / Do Now</p> <p><b>Summative Assessments</b>  Unit Test  Quizzes  Writing Pieces</p>	<p><b>Benchmark Assessments</b>  Progress monitoring  Writing pieces</p> <p><b>Alternative Assessment</b>  Group Presentations  Student Reflection  Writing Pieces</p>
List of Core Instructional and Supplemental Materials	
<p>Animal Farm, Night, Separate Peace  Great Expectations, Slam, Hunger Games Series, Percy Jackson and The Lightning Thief  CommonLit.org</p>	
Suggested Timeframe	
<p>35-49 Days</p>	



<b>Content Area</b>	<b>Freshmen English</b>		<b>Grade: 9</b>
<b>Unit Plan Title:</b>	<b>Drama Unit and Literary Analysis</b>		
<b>Overview/Rational</b>			
Read “The Tragedy of Romeo and Juliet”, one of Shakespeare’s most famous plays. Students will make connections to the themes and conflicts presented throughout the play and how these themes transcend time. In addition students will evaluate the use of poetic devices and the use of language to propel the story forward.			
<b>NJSLSA</b>			
<b>Reading:</b> RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10 <b>Writing:</b> W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9 <b>Speaking/Listening:</b> SL.9-10.1, SL.9-10.4, SL.9-10.6 <b>Language:</b> L.9-10.4, L.9-10.6 <b>Interdisciplinary Connections:</b> 6.1.12.CivicsPR.6.a			
<b>Key Vocabulary</b>		<b>Suggested Texts</b>	
Characterization, Dramatic Irony, Foreshadowing, Theme, Plot, Soliloquy, Monologue, Aside, Malapropism, Oxymoron, Allusion, Iambic Pentameter, Blank Verse, Personification, Pun, Tragedy, Tragic Hero, Fate, Free-Will; various vocabulary words from the text		The Tragedy of Romeo and Juliet Paired Reading from Commonlit- “Would You Marry A Stranger”, “Should We Scoff at the Idea of Love at First Sight”, “The Lure of Shakespeare”, “Fear Prompts Teens to Act Impulsively”, “Adolescence and the Teenage Crush”	

Assessment Evidence:	
<p><b>Formative Assessments</b>  Exit Tickets  Class Discussion  Graphic Organizers  Homework  Warm-Up / Do Now</p> <p><b>Summative Assessments</b>  Unit Test  Quizzes  Writing Pieces</p>	<p><b>Benchmark Assessments</b>  Progress monitoring  Writing pieces</p> <p><b>Alternative Assessment</b>  Group Presentations  Student Reflection  Writing Pieces</p>
List of Core Instructional and Supplemental Materials	
Prentice Hall Literature, Grade 9, Penguin Edition Commonlit.org	
Suggested Timeframe	
28-42 Days	

<b>Content Area</b>	<b>Freshmen English</b>		<b>Grade: 9</b>
<b>Unit Plan Title:</b>	<b>The Odyssey</b>		
<b>Overview/Rational</b>			
Through reading the “Odyssey”, students will learn to recognize how the culture and time period in which a work of literature is set affects the work. They will also learn to use their own experiences to relate to a different culture and to use text to add to their cultural understanding.			
<b>NJLSA</b>			
<b>Reading:</b> RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10 <b>Writing:</b> W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9 <b>Speaking/Listening:</b> SL.9-10.1, SL.9-10.4, SL. 9-10.5, SL.9-10.6 <b>Language:</b> L.9-10.4, L.9-10.6			
<b>Key Vocabulary</b>		<b>Suggested Texts</b>	
Epic Poem, Epic Hero, Theme, Characterization, Simile Metaphor, Personification, Hubris, Blank Verse; various vocabulary words from the text		The Odyssey Paired Reading from Commonlit-“The Story of David and Goliath”, “Greek Society”	
<b>Assessment Evidence:</b>			
<b>Formative Assessments</b> Exit Tickets Class Discussion Graphic Organizers		<b>Benchmark Assessments</b> Progress monitoring Writing pieces	

Homework Warm-Up / Do Now	<b>Alternative Assessment</b> Group Presentations Student Reflection Writing Pieces Project
<b>Summative Assessments</b> Unit Test Quizzes  Writing Pieces	
<b>List of Core Instructional and Supplemental Materials</b>	
Prentice Hall Literature, Grade 9, Penguin Edition CommonLit.org	
<b>Suggested Timeframe</b>	
28-42 Days	

<b>Content Area</b>	<b>Freshmen English</b>		<b>Grade: 9</b>
<b>Unit Plan Title:</b>	<b>Research Project</b>		
<b>Overview/Rational</b>			
The research project is intended to teach students to utilize technology and resources to research topics and learn to use credible information to put together a well informed paper. In the creation of this paper students will learn how to document using APA or MLA format, a vital skill for students. Students will also revise papers to learn their weaknesses and strengths in the writing process.			

NJLSA	
<p><b>Writing:</b> W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.9, W.9-10.10  <b>Language:</b> L.9-10.1, L.9-10.2, L.9-10.3  <b>Technology :</b> 9.4.12.TL.4  <b>Interdisciplinary Connections:</b> 6.1.12.CivicsPR.6.a  <b>21st Century:</b> 9.4.2CI.1  <b>Career:</b> 9.2.12.CAP.2</p>	
Key Vocabulary	Suggested Texts
Thesis, MLA, APA, Works Cited, Reference Page, Formal Outline, Plagiarism	N/A
Assessment Evidence:	
<p><b>Formative Assessments</b>  research notes  class discussion</p> <p><b>Summative Assessments</b>  completed paper  paper revision</p>	<p><b>Benchmark Assessments</b>  Progress monitoring</p> <p><b>Alternative Assessment</b>  Peer editing</p>
List of Core Instructional and Supplemental Materials	
N/A	

Suggested Timeframe	
28-42 Days	

<b>Content Area</b>	Freshmen English		<b>Grade: 9</b>
<b>Unit Plan Title:</b>	Grammar - Parts of Sentence and Parts of Speech		
Overview/Rational			
The purpose of grammar instruction is to make sure students have the basic skills necessary to create quality writing as well as use new vocabulary properly. The hope is these skills will better help prepare them to be writers and do well on assessments such as the SAT.			
NJLSA			
<b>Language: L.9-10.1, L.9-10.3</b>			
Key Vocabulary		Suggested Texts	
Parts of Speech: Noun, Pronoun, Adjective, Adverb, Verb, Conjunction, Preposition Parts of Sentence: Subject, Predicate, Direct Object, Indirect Object, Subject Complements, Fragment			

Assessment Evidence:	
<p><b>Formative Assessments</b> Exit Tickets Class Discussion Homework Warm-Up / Do Now</p> <p><b>Summative Assessments</b> Unit Tests Quizzes</p>	<p><b>Benchmark Assessments</b> Progress monitoring</p> <p><b>Alternative Assessment</b> Student Reflection Writing Pieces</p>
List of Core Instructional and Supplemental Materials	
Grammar and Composition Common Lit	
Suggested Timeframe	
28-42 Days	

*Middle Township School District - ELL Accommodations - Addendum*

**Definitions:**

English as a Second Language (ESL)

- A student whose mother tongue is not English. The student is learning English to live in an English environment.

*[https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/esl/classroom\\_accommodations.pdf](https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/esl/classroom_accommodations.pdf)*

English Language Learners (ELL)

- Students who are unable to communicate fluently or learn effectively in English, who often come from non- English- speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

*<https://www.edglossary.org/english-language-learner/>*

**Purpose of Offering Accommodations**

- To increase comprehension of the content.
- To assist in completing assignments.
- To improve student’s English in all four domains: Listening, Reading, Writing, and Speaking
- To encourage them to feel included and comfortable in the class.

**Accommodations for ESL/ ELLs:**



Use teaching strategies and learning resources that make content comprehensible. Tools that are key to helping the student understand the content and to learn the acquired language. These strategies are key to improving student engagement.

**List accommodations:**

- Seat the student near the teacher.
- Print clearly; do not use cursive writing.
- Print instructions clearly on the board, as well as, giving instructions orally.
- Print key words, page numbers, homework and deadlines, etc. on the board.
- Incorporate multiple and various visuals- gestures, props, graphic organizers, word walls and charts.
- Use audio and visual supports.
- Provide multiple learning opportunities to reinforce key concepts and vocabulary.
- Ensure students understand the instructions.
- Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.). Be aware that not all cultures understand the at-home responsibilities and routines of our school's expectations.
- Provide background knowledge sometimes with native language support to allow ELLs to tie new information with something familiar. (Could use peers to help translate.)
- To recognize and use multicultural subjects in lessons to help diverse students make connections and feel accepted in the classroom.
- Recycle new and key words through Cross-Content Curriculum.
- Check for comprehension by asking questions that require one word answers, props, and gestures. (Avoid using "Do you understand?")

- Allow for discovery learning, be ready to model how to complete the task (e.g. how to write a paragraph or how to use a calculator).
- Get to know the student's reading and writing ability. Avoid assuming a literacy level of low or high because of their oral abilities.
- Find out background knowledge of the student's academic and personal experience.
- When possible, modify assignments so the ESL or ELL students write less, have simpler questions to answer, fewer spelling words, etc.
- Utilize available technology, i.e. Smart Boards, Mimios, iPads, Chromebooks, Computers, as these programs allow these students to work at the pace/level their abilities allow.

We understand that not every accommodation will be used in each grade level or with every student. Individualize accommodations with every child as needed. In order to ensure student success make sure to have an open line of communication with all teachers, especially teachers of ESL/ ELLs with questions, concerns, or in making modifications to best fit every student.

**References:**

Department of Education. (2009). *Classroom Accommodations for ESL and ELD Students*. [Powerpoint PDF.] Retrieved from: [https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/esl/classroom\\_accommodations.pdf](https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/esl/classroom_accommodations.pdf)

English Language Learners. (2013, Aug. 29). Retrieved from: <https://www.edglossary.org/english-language-learner/>

***Accommodations are provided for all students who have been identified by the child study team and have an Individualized Education Plan (IEP).***

***Purpose of Accommodations***

To allow students to be successful in a mainstream setting.

***Accommodations***

- Use visual presentations of verbal material, such as word webs and visual organizers
- Written list of instructions
- Dictate answers to a scribe
- Capture response on audio recorder
- Use a spelling dictionary
- Sit where the learner learns best
- Small group instruction/ providing personal assistance
- Test in small group
- Partner/ Peer reading
- Break assignments into smaller chunks
- Create individual vocabulary cards with definition and picture
- Visual aids/ anchor charts
- Leveled book bins
- Extended time for tasks, assessments, etc.

- Distraction free workspace
- Listen to Audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Work with few items per page or line and/ or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Reduce the response effort
- Modify the rigor
- When responding to reading, bulleted lists instead of paragraphs
- Create personal word bank to complete narrative writing
- Take frequent breaks
- Mark text for highlighters for important information
- Few homework problems
- Write shorter papers
- Answer fewer or different homework problems
- Color code materials
- Use behavioral plans
- Record students thoughts before beginning to write
- Provide sentence starters

We understand that these accommodations will not be used for each student. These are suggestions for teachers to use. For suggestions, make sure to talk to the Special Education teacher and look in the child's

IEP. Also, talking to previous teachers about effective strategies worked best for the individual child. Individualize accommodations as needed.

*Middle Township School District - Gifted and Talented - Addendum*

***Advanced/Gifted Students:***

- Open-ended responses
- Advanced problems/tasks to extend the critical thinking skills of advanced learner
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Supply reading materials on a wide variety of subjects and levels.
- Allow a variety of acceptable products (using Multiple Intelligences, for example)

*Middle Township School District - Students with 504 Plans - Addendum*

***Students with 504 Plans***

- Flexible grouping
- Controlled choice
- Multi-sensory learning-auditory, visual, kinesthetic, tactile
- Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials
- Use of technology
- Tiered Assignments
- Leveled questions- written responses, think-pair-share, multiple choice, open ended...
- Centers/Stations

- Scaffolding Extended time
- Differentiated instructional outcomes
- Preferential Seating
- Small group/one-to-one instruction
- Teach information processing strategies
- Chunking Frequent checks for understanding
- Access to teacher created notes

***Middle Township School District - Students at Risk for School Failure- Addendum***

***Students at Risk for School Failure***

- Tiered Assignments
- Leveled questions- written responses, think-pair-share, multiple choice, open ended...
- Centers/Stations
- Scaffolding
- Chunking
- Extended time
- Differentiated instructional outcomes
- Use of technology
- Partner work Frequent checks for understanding



**GRADE 10 ELA  
CURRICULUM**

**Middle Township Public Schools  
216 S. Main Street  
Cape May Court House, NJ 08210**

**Born: JULY 2024**

**Middle Township Public Schools - ELA- 10<sup>th</sup> Grade**  
***View ELL, Special Education, and Gifted & Talented Accommodations Addendums at the end of this document***  
**Middle Township High School**  
**Introduction**

This curriculum is a living document; it has been created collaboratively by teachers for their colleagues as a guide for lesson planning. It is designed for updates and reviews as students' needs change, as the school implements new technology, and as the district acquires new publications/textbooks.

This curriculum has been prepared to meet the requirements of the Middle Township Board of Education and the New Jersey Department of Education. The activities and texts provided in this curriculum are aligned with the New Jersey Student Learning Standards for English Language Arts Grades 9-10. These standards address student competencies in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and steadily work toward meeting the more general expectations as described in the standards.

**Course Description Grade 10**

Sophomore English further instructs reinforces and develops the skills practiced in freshmen English. The study of grammar, writing, vocabulary, and literature and reading skills continues on a higher level. Students will be reading fictional literature as well as non-fiction informational text. Students will be reading a wide variety of texts, from classic novels, to Shakespeare. Students will be given opportunities to write, collaborate, and foster creativity.

Purposes of this course are as follows:

- To enhance students' reading, writing, listening, speaking, and language skills individually and in groups.
- To have literacy skills necessary for personal and shared use throughout life.
- To prepare for the eleventh grade.
- To recognize conflict, plot, character, theme, setting, and literary techniques as they apply to various literary genres.

To recognize and demonstrate correct usage of parts of speech, parts of a sentence, subject-verb agreement, capitalization, punctuation, and vocabulary.



### **Interdisciplinary Connections**

6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

### **Integration of Technology**

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

### **21<sup>st</sup> Century Skills**

#### **All other 9.4 Performance Expectations Except Technology Literacy**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

### **Career Education**

#### **Standard 9.2 Performance Expectations**

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

Pacing Guide

UNIT TITLE	ENDURING UNDERSTANDINGS	NJSLs	TIMEFRAME
<p><b>1 – War Stories &amp; Research Essay</b></p>	<p>Students will actively read various genres and types of text with fluency and comprehension.</p> <p>Students will identify, describe, evaluate, and synthesize central ideas in text.</p> <p>Students will analyze how words create tone and mood in order to advance the purpose of work.</p> <p>Students will understand that literature presents central ideas and the author's perspective through major events and word choice.</p>	<p><b>Reading</b></p> <p>RL.9-10.2</p> <p>RL.9-10.4</p> <p>RL.9-10.5</p> <p><b>Writing:</b></p> <p>W.9-10.2</p> <p>W.9-10.2.C</p> <p>L.9-10.3</p> <p>L.9-10.5.A-B</p> <p><b>Speaking and Listening</b></p> <p>SL.9-10.1.B</p> <p>SL.9-10.1.C</p> <p><b>Language</b></p> <p>L.9-10.2</p> <p>L.9-10.4e</p> <p><b>Technology</b></p> <p>9.4.12.TL.4</p>	<p>35-56 Days</p>

		<b>21st Century Skills</b> 1.3A.2CR1a	
<b>2 – Novel: Hole in My Life, To Kill a Mockingbird, Of Mice and Men, The Miracle Worker</b>	<p>Students will actively read assigned novels with fluency and comprehension.</p> <p>Students will identify, describe, evaluate, and synthesize central ideas in text.</p> <p>Students will analyze how words create tone and mood in order to advance the purpose of work.</p> <p>Students will understand that literature presents central ideas and the author's perspective through major events and word choice.</p>	<p><b>Reading</b></p> <p>RL.9-10.2</p> <p>RL.9-10.3</p> <p>RL.9-10.4</p> <p>RL.9-10.5</p> <p>RL.9-10.6</p> <p><b>Writing</b></p> <p>W.9-10.1</p> <p><b>Language</b></p> <p>L.9-10.4.B</p> <p>L.9-10.6</p> <p><b>Speaking and Listening</b></p> <p>SL.9-10.1.B</p> <p>SL.9-10.1.C</p> <p><b>Language</b></p> <p>L.9-10.2</p> <p>L.9-10.4</p>	35-56 Days

		<b>Technology</b> 9.4.12.TL.4	
<b>3 – Othello/Julius Caesar</b>	<p>Students will make inferences based on the text, and explain these by citing evidence in support of their opinions.</p> <p>Students will determine themes or central ideas of the text and analyze its development over the course of the play.</p> <p>Students will analyze the impact of the author’s choices regarding how to develop elements of the drama, as well as how to structure specific parts of a text.</p> <p>Students will engage effectively in collaborative discussions, posing meaningful questions to others, connecting opinions, and articulating thoughts, backed up with evidence and examples.</p>	<b>Reading</b> RL.9-10.2 RL.9-10.4 RL.9-10.5 <b>Writing:</b> W.9-10.2 W.9-10.2.C L.9-10.3 L.9-10.5.A-B <b>Speaking and Listening</b> SL.9-10.1.B SL.9-10.1.C <b>Language</b> L.9-10.2 L.9-10.4 <b>Technology</b> 9.4.12.TL.4	28-42 Days

		<b>Interdisciplinary</b> 6.1.12.Civics PR.6.a <b>21st Century Skills</b> 2.1.2.EH.1	
<b>4 – Drama and Literary Analysis</b>  <b>A Raisin in the Sun, Oedipus, Antigone</b>		<b>Reading</b> RL.9-10.2 RL.9-10.4 RL.9-10.5 <b>Writing:</b> W.9-10.2 W.9-10.2.C L.9-10.3 L.9-10.5.A-B <b>Speaking and Listening</b> SL.9-10.1.B SL.9-10.1.C <b>Language</b> L.9-10.2 L.9-10.4	21-35 Days

		<b>Technology</b> 9.4.12.TL.4 <b>Interdisciplinary</b> 6.1.12.CivicsPR.6.a	
<b>5 – Scientific Fiction &amp; Social Commentary and Narrative Writing</b>	<p>Students will actively read various genres and types of text with fluency and comprehension.</p> <p>Students will identify, describe, evaluate, and synthesize central ideas in text.</p> <p>Students will analyze how words create tone and mood in order to advance the purpose of work.</p> <p>Students will understand that literature presents central ideas and the author's perspective through major events and word choice.</p> <p>Students will write an argumentative literary analysis using multiple texts.</p>	<b>Reading</b> RL.9-10.2 RL.9-10.3 RL.9-10.4 <b>Writing</b> W.9-10.1 W.9-10.2 <b>Speaking and Listening</b> L.9-10.1.B L.9-10.6 SL.11-12.1.C <b>Language</b> L.9-10.1.B L.9-10.6 <b>Technology</b>	35-49 Days

		<p>9.4.12.TL.4</p> <p><b>Interdisciplinary</b></p> <p>6.1.12.CivicsPR.6.a</p> <p><b>21st Century Skills</b></p> <p>2.1.2.EH.1</p> <p>1.3A.2CR1a</p>	
--	--	---	--

<b>Content Area</b>	<b>Sophomore English</b>		<b>Grade: 10</b>
<b>Unit Plan Title:</b>	<b>War Stories &amp; Research</b>		
<b>Overview/Rationale</b>			
<p>Students read fiction, nonfiction, and poetry about war from both combatant and civilian perspectives. They also watch videos in which veterans and civilians share wartime experiences in their own voices. Students develop their analytical writing skills through lessons on analyzing diction, varying sentence length, and drafting a coherent multi-textual essay. Throughout the unit, students will ponder why a nation full of people who will likely never fight in a war needs these important stories. Students will practice transferrable reading, writing, discussion, vocabulary, and grammar skills as they discuss the need for war stories in our society.</p>			
<b>Key Vocabulary</b>		<b>Suggested Texts</b>	
<p>Exposition, Setting, Rising action, Climax, falling action, resolution, theme, suspense, internal conflict, external conflict, direct and indirect characterization, protagonist, antagonist, static and dynamic characters, flat and round characters, stock character, central characters, allegory, symbolism, imagery,</p>		<p>“The Things They Carried” by Tim O’Brien (Short Stories)  “The Death of a Soldier” by Wallace Stevens (Poem)  “Yesterday was Beautiful” by Roald Dahl (Short Story)  “During the War” by Philip Levine (Poem)  “The Wound-Dresser” by Walt Whitman (Poem)</p>	

point-of-view, figurative language, allusion, key vocabulary from text	<p>“A Veteran Wonders: How Will PTSD Affect My Kids?” by Brooke King (Essay)</p> <p>“Facing It” by Yusuf Komunyakka (Poem)</p>
<b>Assessment Evidence:</b>	
<p><b>Formative Assessments</b>  Comprehension questions  Study guides</p> <p><b>Summative Assessments</b>  Graphic organizers/Venn diagrams  Plot diagrams</p>	<p><b>Benchmark Assessments</b>  Progress monitoring  Quizzes  Comprehension quizzes  Unit tests  Writing pieces  Research writing; <i>Suggested prompt: Does the author accurately portray how soldiers are affected by war?</i></p> <p><b>Alternative Assessment</b>  Exit Slips</p>
<b>List of Core Instructional and Supplemental Materials</b>	
Prentice Hall Literature, Grade 10, Penguin Edition CommonLit.org “The Things They Carried” by Tim O'Brien	
<b>Suggested Timeframe</b>	
35-56 Days	



<b>Content Area</b>	<b>Sophomore English</b>		<b>Grade: 10</b>
<b>Unit Plan Title:</b>	<b>Novel Unit</b>		
<b>Overview/Rationale</b>			
<p>Through reading novels, students broaden their understanding of the world, which will aid them throughout life's challenges. Reading stories helps to foster more tolerance towards other cultures and more understanding in the contacts with people. As the reader knows there's always more to people than what the first page shows.</p>			
<b>Key Vocabulary</b>		<b>Suggested Texts</b>	
<p>Exposition, Setting, Rising action, Climax, falling action, resolution, theme, suspense, internal conflict, external conflict, direct and indirect characterization, protagonist, antagonist, static and dynamic characters, flat and round characters, stock character, central characters, allegory, symbolism, imagery, point-of-view, figurative language, allusion, key vocabulary from text</p>		<p>"Hole in My Life" by Jack Gantos          "To Kill a Mockingbird" by Harper Lee          "Of Mice and Men" by John Steinbeck          The Miracle Worker          "Patron Saints of Nothing" by Randy Ribay          "A Lesson Before Dying" by Ernest J. Gaines</p>	
<b>Assessment Evidence:</b>			
<p><b>Formative Assessments</b>          Comprehension questions          Study guides  <b>Summative Assessments</b>          Graphic organizers/Venn diagrams          Plot diagrams</p>		<p><b>Benchmark Assessments</b>          Progress monitoring          Quizzes          Comprehension quizzes          Unit tests          Writing pieces  <b>Alternative Assessment</b>          Exit Slips</p>	

**List of Core Instructional and Supplemental Materials**

Prentice Hall Literature, Grade 10, Penguin Edition  
CommonLit.org

**Suggested Timeframe**

35-56 Days

<b>Content Area</b>	<b>Sophomore English</b>		<b>Grade: 10</b>
<b>Unit Plan Title:</b>	<b>Othello/Julius Caesar</b>		
<b>Overview/Rationale</b>			
<p>In reading Shakespeare, students will better understand the nature of humanity. There are many universal themes present in Shakespeare’s works: ambition, jealousy, power, free will. Just as humanity remains much the same over the course of hundreds of years, Shakespearean themes are universal and applicable to modern life.</p>			
<b>Key Vocabulary</b>		<b>Suggested Texts</b>	
<p>Exposition, Setting, Rising action, Climax, falling action, resolution, theme, suspense, internal conflict, external conflict, direct and indirect characterization, protagonist, antagonist, static and dynamic characters, flat and round characters, stock character, central characters, allegory, symbolism, imagery, point-of-view, figurative language, allusion, key vocabulary from text</p>		<p>Othello by William Shakespeare Julius Caesar by William Shakespeare</p>	

Assessment Evidence:	
<p><b>Formative Assessments</b> Comprehension questions Study guides</p> <p><b>Summative Assessments</b> Graphic organizers/Venn diagrams Plot diagrams</p>	<p><b>Benchmark Assessments</b> Progress monitoring Quizzes Comprehension quizzes Unit tests Writing pieces</p> <p><b>Alternative Assessment</b> Exit Slips</p>
List of Core Instructional and Supplemental Materials	
Prentice Hall Literature, Grade 10, Penguin Edition CommonLit.org	
Suggested Timeframe	
35-56 Days	

Content Area	Sophomore English		Grade: 10
Unit Plan Title:	Science Fiction and Social Commentary and Narrative Writing		
Overview/Rationale			
Students will read fiction, nonfiction, and poetry science fiction in order to critique society. Students will use the texts to analyze how overreliance on technology can adversely affect emotional intelligence and how technological progress often comes at a			

price. They will also watch videos to consider what the refugee experience reveals about the ways people find safety and belonging in a new environment. Students will develop their analytical writing skills through lessons on adverbial and adjectival phrases, adding detail to writing, and drafting a coherent multi-textual essay. Students will write an essay analyzing how authors use the conventions of science fiction to comment on society. Students will write strong explanations to clarify evidence, connect evidence to their argument, and analyze key diction.

Key Vocabulary	Suggested Texts
<p>Exposition, Setting, Rising action, Climax, falling action, resolution, theme, suspense, internal conflict, external conflict, direct and indirect characterization, protagonist, antagonist, static and dynamic characters, flat and round characters, stock character, central characters, allegory, symbolism, imagery, point-of-view, figurative language, allusion, key vocabulary from text</p>	<p>“The Veldt” by Ray Bradbury (Short Story)            “How Technology Lowers Emotional Intelligence in Kids” by Sean Grover, L.C.S.W. (Informational)            “Cooking Time” by Anita Roy (Short Story)            “Time capsule found on the dead planet” by Margaret Atwood (Prose Poem)            “The Wretched and the Beautiful” by E. Lily Yu (Short Story)            “[American Journal]” by Robert Hadyen (Poem)            “Harrison Bergeron” by Kurt Vonnegut            “Eye of the Beholder” Twilight Zone            “Monkey Paw” Jack Finney            “Contents of a Dead Man's Pocket” Jack Finney            “The Masque of the Red Death” Edgar Allen Poe            Supplemental Texts Included (English + Spanish)            Independent Reading and Book Club Options</p>
Assessment Evidence:	
<p><b>Formative Assessments</b>            Comprehension questions            Study guides</p>	<p><b>Benchmark Assessments</b>            Progress monitoring            Quizzes</p>

<b>Summative Assessments</b> Graphic organizers/Venn diagrams Plot diagrams	Comprehension quizzes Unit tests Writing pieces Narrative writing: <i>Suggested prompt: write a short science fiction story using social commentary</i> <b>Alternative Assessment</b> Exit Slips
<b>List of Core Instructional and Supplemental Materials</b>	
Prentice Hall Literature, Grade 10, Penguin Edition CommonLit.org	
<b>Suggested Timeframe</b>	
35-56 Days	

<b>Content Area</b>	<b>Sophomore English</b>		<b>Grade: 10</b>
<b>Unit Plan Title:</b>	<b>Drama Unit and Literary Analysis</b>		
<b>Overview/Rationale</b>			
Drama can develop students into becoming better communicators, and storytellers. Drama requires members to play different characters; a good understanding of characters, roles and subtext of plays will allow members to relate better to different situations, context and even cultures. Students will examine and evaluate works of literature making connections to the themes and conflicts presented through the plays.			

Key Vocabulary	Suggested Texts
Exposition, Setting, Rising action, Climax, falling action, resolution, theme, suspense, internal conflict, external conflict, direct and indirect characterization, protagonist, antagonist, static and dynamic characters, flat and round characters, stock character, central characters, allegory, symbolism, imagery, point-of-view, figurative language, allusion, key vocabulary from text	“A Raisin in the Sun” by Lorraine Hansberry Oedipus Antigone
Assessment Evidence:	
<b>Formative Assessments</b> Comprehension questions Study guides <b>Summative Assessments</b> Graphic organizers/Venn diagrams Plot diagrams	<b>Benchmark Assessments</b> Progress monitoring Quizzes Comprehension quizzes Unit tests Writing pieces Literary analysis <b>Alternative Assessment</b> Exit Slips
List of Core Instructional and Supplemental Materials	
Prentice Hall Literature, Grade 10, Penguin Edition CommonLit.org A Raisin in the Sun, Oedipus, Antigone	
Suggested Timeframe	
35-56 Days	

## **Middle Township School District - ELL Accommodations - Addendum**

### **Definitions:**

#### English as a Second Language (ESL)

- A student whose mother tongue is not English. The student is learning English to live in an English environment.

[https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/esl/classroom\\_accommodations.pdf](https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/esl/classroom_accommodations.pdf)

#### English Language Learners (ELL)

- Students who are unable to communicate fluently or learn effectively in English, who often come from non- English- speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

<https://www.edglossary.org/english-language-learner/>

### **Purpose of Offering Accommodations**

- To increase comprehension of the content.
- To assist in completing assignments.
- To improve student's English in all four domains: Listening, Reading, Writing, and Speaking
- To encourage them to feel included and comfortable in the class.

### **Accommodations for ESL/ ELLs:**

Use teaching strategies and learning resources that make content comprehensible. Tools that are key to helping the student understand the content and to learn the acquired language. These strategies are key to improving student engagement.

### **List accommodations:**

- Seat the student near the teacher.
- Print clearly; do not use cursive writing.
- Print instructions clearly on the board, as well as, giving instructions orally.

- Print key words, page numbers, homework and deadlines, etc. on the board.
- Incorporate multiple and various visuals- gestures, props, graphic organizers, word walls and charts.
- Use audio and visual supports.
- Provide multiple learning opportunities to reinforce key concepts and vocabulary.
- Ensure students understand the instructions.
- Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.). Be aware that not all cultures understand the at-home responsibilities and routines of our school's expectations.
- Provide background knowledge sometimes with native language support to allow ELLs to tie new information with something familiar. (Could use peers to help translate.)
- To recognize and use multicultural subjects in lessons to help diverse students make connections and feel accepted in the classroom.
- Recycle new and key words through Cross-Content Curriculum.
- Check for comprehension by asking questions that require one word answers, props, and gestures. (Avoid using "Do you understand?")
- Allow for discovery learning, be ready to model how to complete the task (e.g. how to write a paragraph or how to use a calculator).
- Get to know the student's reading and writing ability. Avoid assuming a literacy level of low or high because of their oral abilities.
- Find out background knowledge of the student's academic and personal experience.
- When possible, modify assignments so the ESL or ELL students write less, have simpler questions to answer, fewer spelling words, etc.
- Utilize available technology, i.e. Smart Boards, Mimios, iPads, Chromebooks, Computers, as these programs allow these students to work at the pace/level their abilities allow.

We understand that not every accommodation will be used in each grade level or with every student. Individualize accommodations with every child as needed. In order to ensure student success make sure to have an open line of communication with all teachers, especially teachers of ESL/ ELLs with questions, concerns, or in making modifications to best fit every student.



**References:**

Department of Education. (2009). *Classroom Accommodations for ESL and ELD Students*. [Powerpoint PDF.] Retrieved from: [https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/esl/classroom\\_accommodations.pdf](https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/esl/classroom_accommodations.pdf)

English Language Learners. (2013, Aug. 29). Retrieved from: <https://www.edglossary.org/english-language-learner/>

***Middle Township School District - Special Education - Addendum***

***Accommodations are provided for all students who have been identified by the child study team and have an Individualized Education Plan (IEP).***

***Purpose of Accommodations***

To allow students to be successful in a mainstream setting.

***Accommodations***

- Use visual presentations of verbal material, such as word webs and visual organizers
- Written list of instructions
- Dictate answers to a scribe
- Capture response on audio recorder
- Use a spelling dictionary
- Sit where the learner learns best
- Small group instruction/ providing personal assistance
- Test in small group
- Partner/ Peer reading
- Break assignments into smaller chunks
- Create individual vocabulary cards with definition and picture
- Visual aids/ anchor charts

- Leveled book bins
- Extended time for tasks, assessments, etc.
- Distraction free workspace
- Listen to Audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Work with few items per page or line and/ or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Reduce the response effort
- Modify the rigor
- When responding to reading, bulleted lists instead of paragraphs
- Create personal word bank to complete narrative writing
- Take frequent breaks
- Mark text for highlighters for important information
- Few homework problems
- Write shorter papers
- Answer fewer or different homework problems
- Color code materials
- Use behavioral plans
- Record students thoughts before beginning to write
- Provide sentence starters

We understand that these accommodations will not be used for each student. These are suggestions for teachers to use. For suggestions, make sure to talk to the Special Education teacher and look in the child's IEP. Also, talking to previous teachers about effective strategies worked best for the individual child. Individualize accommodations as needed.

***Middle Township School District - Gifted and Talented - Addendum***

***Advanced/Gifted Students:***

- Open-ended responses
- Advanced problems/tasks to extend the critical thinking skills of advanced learner
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Supply reading materials on a wide variety of subjects and levels.
- Allow a variety of acceptable products (using Multiple Intelligences, for example)

***Middle Township School District - Students with 504 Plans- Addendum***

***Students with 504 Plans***

- Flexible grouping
- Controlled choice
- Multi-sensory learning-auditory, visual, kinesthetic, tactile
- Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials
- Use of technology
- Tiered Assignments
- Leveled questions- written responses, think-pair-share, multiple choice, open ended...
- Centers/Stations
- Scaffolding Extended time
- Differentiated instructional outcomes
- Preferential Seating
- Small group/one-to-one instruction
- Teach information processing strategies
- Chunking Frequent checks for understanding
- Access to teacher created notes

***Middle Township School District – Students at Risk for School Failure- Addendum***

***Students at Risk for School Failure***

- Tiered Assignments
- Leveled questions- written responses, think-pair-share, multiple choice, open ended...
- Centers/Stations
- Scaffolding
- Chunking
- Extended time
- Differentiated instructional outcomes
- Use of technology
- Partner work Frequent checks for understanding



# **GRADE 11 ELA CURRICULUM**

**Middle Township Public Schools  
216 S. Main Street  
Cape May Court House, NJ 08210**

**Born: July 2024**

**Middle Township Public Schools - ELL- 11<sup>th</sup> Grade**  
**View ELL, Special Education, and Gifted & Talented Accommodations Addendums at the end of this document**  
**Middle Township High School**  
**Introduction**

This curriculum is a living document; it has been created collaboratively by teachers for their colleagues as a guide for lesson planning. It is designed for updates and reviews as students' needs change, as the school implements new technology, and as the district acquires new publications/textbooks.

This curriculum has been prepared to meet the requirements of the Middle Township Board of Education and the New Jersey Department of Education. The activities and texts provided in this curriculum are aligned with the New Jersey Student Learning Standards for English Language Arts Grades 11-12. These standards address student competencies in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and steadily work toward meeting the more general expectations as described in the standards.

**Course Description Grade 11**

The purposes of the English 11 course are as follows:

1. To learn to use reading, writing, listening, speaking, and language skills individually and in groups.
2. To have literacy skills necessary for personal and shared use throughout life.
3. To develop a personal voice and prepare for interdisciplinary studies and the English 12 academic experience.

Students will read representative works of American literature, studying the movements from the days of early exploration to the contemporary era. Through the five units taught, students will examine a variety of literary techniques, will learn the ways previous literary movements impact those after them, and will discover the ways historical, political, and personal perspectives influence literature. Students will write and refine writing skills through revising, conferencing, and rewriting. Their writing skills will take various modes, including argumentative, explanatory, narrative, and research-based. They will also receive opportunities to speak on a variety of occasions for diverse purposes and audiences.

### **Interdisciplinary Connections**

SOC.6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

### **Integration of Technology**

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

### **21<sup>st</sup> Century Skills**

#### **All other 9.4 Performance Expectations Except Technology Literacy**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

### **Career Education**

### **Standard 9.2 Performance Expectations**

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.



Pacing Guide

UNIT TITLE	ENDURING UNDERSTANDINGS	NJSLS	TIMEFRAME
<p><b>1 – Life &amp; Liberty</b> <b>(Early Explorers, Puritan Literature, &amp; Enlightenment)</b></p>	<p>Students will understand how the literature of the Early Explorers depicts the European’s reactions to the American landscapes and earliest inhabitants.</p> <p>Students will examine how texts can possess both similarities and differences in reference to how each early explorer narratives reflect their experiences and motives.</p> <p>Students will discover the purposes behind explorers’ travel journals and understand that actions have a reaction.</p> <p>Students will understand how the change of philosophy during the Enlightenment affected American literature and politics.</p>	<p><b>Reading</b></p> <p>RL.11-12.1-3</p> <p>RL.11-12.5</p> <p>RL.11-12.9</p> <p>RI. 11-12.1-3</p> <p>RI. 11-12.4</p> <p>RI. 11-12.5</p> <p>RI. 11-12.6</p> <p><b>Writing:</b></p> <p>W.11-12.1 a-f</p> <p>W.11-12.3 a-e</p> <p>W.11-12.4-6</p> <p>W.11-12.10</p> <p><b>Speaking and Listening</b></p> <p>SL.11-12.1-6</p> <p><b>Language</b></p> <p>L.11-12.1 a</p> <p>L.11-12.2 b</p>	<p>35-56 Days</p>

		L.11-12.3 a L.11-12.4 a-d <b>Technology</b> 9.4.12.TL.4 <b>21st Century Skills</b> 9.4.2.CI.1 <b>Interdisciplinary</b> SOC.6.1.12.GeoPP.2.a	
<b>2 – The Pursuit of Happiness</b> <b>(Early Romantics &amp; Transcendentalism)</b>	Students will examine how Early Romantic literature differs from earlier American literature. Students will discover the influence of reason and emotion in spoken and written works. Students will examine how individuals express thoughts and feelings in literature.	<b>Reading</b> RL.11-12.1-3 RL.11-12.4 RL.11-12.6 RL.11-12.7 RL.11-12.9 RI. 11-12.1-3 RI. 11-12.4 RI. 11-12.5 RI. 11-12.6 RI. 11-12.8 RI.11-12.9	35-56 Days

		<p><b>Writing</b></p> <p>W.11-12.1 a-e  W.11-12.1 a-f  W.11-12.4-6  W.11-12.10</p> <p><b>Speaking and Listening</b></p> <p>SL.11-12.1-6</p> <p><b>Language</b></p> <p>L.11-12.1 a  L.11-12.2 b  L.11-12.3 a  L.11-12.4 a-d  L.11-12.5 a-b  L.11-12.6</p> <p><b>Technology</b></p> <p>9.4.12.TL.4</p> <p><b>21st Century Skills</b></p> <p>9.4.2.CI.1</p> <p><b>Interdisciplinary</b></p>	
--	--	--	--

<p><b>3 – The Power of Voice</b> <b>(Civil War Literature)</b></p>	<p>Students will discover the ways life and personal perspectives influence writing.</p> <p>Students will actively read and analyze a variety of texts including primary-source documents.</p> <p>Students will decode unfamiliar vocabulary used in literary pieces.</p>	<p><b>Reading</b></p> <p>RL.11-12.1-3</p> <p>RL.11-12.4</p> <p>RL.11-12.5</p> <p>RL.11-12.7</p> <p>RL.11-12.9</p> <p>RL.11-12.10</p> <p>RI. 11-12.1-3</p> <p>RI. 11-12.4</p> <p>RI. 11-12.5</p> <p>RI. 11-12.6</p> <p>RI.11-12.7</p> <p>RI.11-12.9</p> <p>RI.11-12.10</p> <p><b>Writing:</b></p> <p>W.11-12.4-6</p> <p>W.11-12.7</p> <p>W.11-12.8</p> <p>W.11-12.9 a-b</p> <p>W.11-12.10</p> <p><b>Speaking and Listening</b></p>	<p>35-56 Days</p>
--	---	---	-------------------

		SL.11-12.1-6 <b>Language</b> L.11-12.1 a L.11-12.2 b L.11-12.3 a L.11-12.4 a-d L.11-12.5 a-b L.11-12.6 <b>Technology</b> 9.4.12.TL.4 <b>21st Century Skills</b> 9.4.2.CI.1 <b>Interdisciplinary</b> SOC.6.1.12.GeoPP.2.a	
<b>4 – Journeys &amp; Destinations (Modernists/Post-modernists)</b>	Students will understand how previous literary movements impacted Post-Modernist writers. Students will examine how various literary structures and characters are used to present themes. Students will discover the ways life and personal perspectives influence writing.	<b>Reading</b> RL.11-12.1-3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7	35-56 Days

		RL.11-12.10 RI. 11-12.1-3 RI. 11-12.5 RI. 11-12.6 RI. 11-12.8 RI.11-12.9 RI.11-12.10 <b>Writing:</b> W.11-12.1 a-e W.11-12.3 a-e W.11-12.4-6 W.11-12.10 <b>Speaking and Listening</b> SL.11-12.1-6 <b>Language</b> L.11-12.1 a L.11-12.2 a-b L.11-12.3 a L.11-12.4 a-d L.11-12.5 a-b L.11-12.6	
--	--	--	--

		<b>Technology</b> 9.4.12.TL.4 <b>21st Century Skills</b> 9.4.2.CI.2 <b>Interdisciplinary</b> SOC.6.1.12.GeoPP.2.a	
--	--	--	--

<b>Content Area</b>	<b>American Literature</b>		<b>Grade: 11</b>
<b>Unit Plan Title:</b>	<b>Life &amp; Liberty (Early Explorers, Puritan Literature, &amp; Enlightenment)</b>		
<b>Overview/Rationale</b>			
<p>Students read various genres and types of text with fluency and comprehension, spanning the eras of exploration, colonization, and formation of America as a nation. Students will demonstrate command of various writing genres and employ targeted skills and strategies. Students will practice evaluating and analyze argumentative strategies. Students will practice transferrable reading, writing, discussion, vocabulary, and grammar skills as they interact with topics of the foundation of liberty and life in Early America and the defining concept of independence.</p>			
<b>Key Vocabulary</b>		<b>Suggested Texts</b>	
Narrative, entreated, feigned, author’s purpose, tone, subsisted, traversed, dispatched, simile, point of view, metaphor, apostrophe, paraphrase, recompense, persevere, sermon, context, omnipotent, oratory, aphorism, repetition, restatement, parallelism, rhetorical question, single effect, gothic, allegory, symbol avarice, felicity		Columbus’ “Journal of the First Voyage to America” (journal) Bradford’s “Of Plymouth Plantation” (journal) “Puritan Laws & Characters” by Henry William Elson (informational) Edwards’ “Sinners in the Hands of an Angry God” (sermon) Selected Puritan Poetry (poetry) Hawthorne’s <i>The Scarlet Letter</i> (novel) Franklin’s “Poor Richard’s Almanac” & “Autobiography” (informational)	

	Paine’s “The Crisis No. 1” (informational) Henry’s “Speech in the Va. Convention” (speech) Chopin’s <i>The Awakening</i> (novel)
<b>Assessment Evidence:</b>	
<b>Formative Assessments</b> Comprehension questions Study guides <b>Summative Assessments</b> Graphic organizers/Venn diagrams Plot diagrams	<b>Benchmark Assessments</b> Progress monitoring Quizzes Comprehension quizzes Unit tests Writing pieces <b>Alternative Assessment</b> Exit Slips
<b>List of Core Instructional and Supplemental Materials</b>	
Prentice Hall Literature, The American Experience CommonLit.org <i>The Scarlet Letter</i> by Nathaniel Hawthorne	
<b>Suggested Timeframe</b>	
35-56 Days	

<b>Content Area</b>	<b>American Literature</b>		<b>Grade: 11</b>
---------------------	----------------------------	--	------------------



<b>Unit Plan Title:</b>	<b>The Pursuit of Happiness (Early Romantics &amp; Transcendentalism)</b>	
<b>Overview/Rational</b>		
<p>Students read various genres and types of text with fluency and comprehension, focusing on the key literary movements of Early Romanticism and Transcendentalism. Students will demonstrate command of various writing genres and employ targeted skills and strategies. Students will practice referencing sources. Students will practice transferrable reading, writing, discussion, vocabulary, and grammar skills as they interact with the way writers express thoughts and feelings, reflect their idea of American culture, and depict life in a growing nation.</p>		
<b>Key Vocabulary</b>	<b>Suggested Texts</b>	
<p>Single effect, gothic, allegory, avarice, felicity, insidious, infallibility, parsimony, venerable, sagacious, maledictions, prescient, transcendentalism, metaphor, blithe, tumultuous, superfluous</p>	<p>“The Devil &amp; Tom Walker” by Washington Irving (short story)          selections from Melville’s <i>Moby Dick</i> by Herman Melville (narrative)          “The Fall of the House of Usher” by Edgar Allan Poe (short story)          “The Black Cat” by Edgar Allan Poe (short story)          supplemental poems by Edgar Allan Poe (poetry)          Bryant’s “Thanatopsis” (poetry)  <i>The Great Gatsby</i> by F. Scott Fitzgerald (novel)  <i>A Farewell to Arms</i> by Ernest Hemingway (novel)          “Self Reliance” by Ralph Waldo Emerson          “Walden” &amp; “Civil Disobedience” by Henry David Thoreau (informational)          “A Hymn to the Evening” by Phyllis Wheatley (poetry)          “My Lost Youth” by Henry Wadsworth Longfellow (poetry)</p>	
<b>Assessment Evidence:</b>		
<p><b>Formative Assessments</b>          Comprehension questions          Study guides  <b>Summative Assessments</b>          Graphic organizers/Venn diagrams          Plot diagrams</p>	<p><b>Benchmark Assessments</b>          Progress monitoring          Quizzes          Comprehension quizzes          Unit tests          Writing pieces</p>	

	<b>Alternative Assessment</b> Exit Slips
<b>List of Core Instructional and Supplemental Materials</b>	
Prentice Hall Literature, The American Experience CommonLit.org <i>The Great Gatsby</i> by F. Scott Fitzgerald	
<b>Suggested Timeframe</b>	
35-56 Days	

<b>Content Area</b>	<b>American Literature</b>		<b>Grade: 11</b>
<b>Unit Plan Title:</b>	<b>The Power of Voice (Civil War Literature)</b>		
<b>Overview/Rational</b>			
Students read various genres and types of text with fluency and comprehension, interacting with a diverse variety of Civil War Era voices (including Antebellum & Reconstruction periods). Students will demonstrate command of various writing genres and employ targeted skills and strategies. Students will practice interpreting, analyzing, and explicating their understanding of connotations and denotations. Students will practice transferrable reading, writing, discussion, vocabulary, and grammar skills as they interact with the ways a writer utilizes their life experiences to craft written work.			
<b>Key Vocabulary</b>		<b>Texts Included</b>	
Allusion, metaphor, refrain, diction, denotation, connotation,		"The Interesting Narrative of the Life of Olaudah Equiano" by Olaudah Equiano (narrative)	

<p>tone, mood, smite, consecrate, scourge, malice, audaciously, imprecations, profusion, interminable, ineffable, immortal, inconceivable, disparate</p>	<p>“Civil War” by Mary Chesnut (journal)          Selection of Spirituals (song)          “Margaret Garner: Defying the Fugitive Slave Act” by Levi Coffin (informational)          “Bury me in a Free Land” by Frances Ellen Watkins Harper (poem)          “An Occurrence at Owl Creek Bridge” by Ambrose Bierce (short story)          “I Will Fight No More Forever” by Chief Joseph (speech)          “Gettysburg Address” &amp; “Second Inaugural Address” by Abraham Lincoln (speech)          “Forgetting Why We Remember” by David W. Blight (informational)  <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot  <i>Kindred</i> by Octavia Butler</p>
<p><b>Assessment Evidence:</b></p>	
<p><b>Formative Assessments</b>          Comprehension questions          Study guides</p> <p><b>Summative Assessments</b>          Graphic organizers/Venn diagrams          Plot diagrams</p>	<p><b>Benchmark Assessments</b>          Progress monitoring          Quizzes          Comprehension quizzes          Unit tests          Writing pieces</p> <p><b>Alternative Assessment</b>          Exit Slips</p>
<p><b>List of Core Instructional and Supplemental Materials</b></p>	
<p>Prentice Hall Literature, The American Experience          CommonLit.org</p>	
<p><b>Suggested Timeframe</b></p>	
<p>35-56 Days</p>	

<b>Content Area</b>	<b>American Literature</b>		<b>Grade: 11</b>
<b>Unit Plan Title:</b>	<b>Journeys &amp; Destinations (Modernists/Postmodernists)</b>		
<b>Overview/Rational</b>			
<p>Students read various genres and types of text with fluency and comprehension, focusing on the Modern &amp; Postmodern Movements in America. Students will demonstrate command of various writing genres and employ targeted skills and strategies. Students will explicate their understandings of characterization and irony and describe the importance of regionalist, realist, and naturalist literary groups. Students will think forward and practice transferrable reading, writing, discussion, vocabulary, and grammar skills as they interact with ways 20th Century American literature reveals truths about human nature.</p>			
<b>Key Vocabulary</b>		<b>Suggested Texts</b>	
<p>Free verse, parallelism, attitude, exact rhyme, slant rhyme, imagery, humor, colloquialism, conflict, resolution, ambiguity abeyance, effuse, surmised, finite, infinity, garrulous, monotonous, vindicated, divulge, thwarted</p>		<p>“Leaves of Grass” &amp; selected poetry by Walt Whitman (poetry)  Emily Dickinson’s selected poetry (poetry)  <i>Our Town</i> by Thornton Wilder (drama)  <i>The Catcher in the Rye</i> by J.D. Salinger (novel)  “The Notorious Jumping Frog of Calaveras County” by Mark Twain (short story)  “A Rose for Emily” by William Faulkner (short story)  “Mother Tongue” by Amy Tan (short story)  “Inaugural Address” by JFK (speech)  “Letter from Birmingham City Jail” by Martin Luther King, Jr. (speech)  <i>Death of Salesman</i> by Arthur Miller (drama)  <i>I Know Why the Caged Bird Sings</i> by Maya Angelou (novel)</p>	
<b>Assessment Evidence:</b>			

<b>Formative Assessments</b> Comprehension questions Study guides <b>Summative Assessments</b> Graphic organizers/Venn diagrams Plot diagrams	<b>Benchmark Assessments</b> Progress monitoring Quizzes Comprehension quizzes Unit tests Writing pieces <b>Alternative Assessment</b> Exit Slips
<b>List of Core Instructional and Supplemental Materials</b>	
Prentice Hall Literature, The American Experience CommonLit.org	
<b>Suggested Timeframe</b>	
35-56 Days	

*Middle Township School District - ELL Accommodations - Addendum*

**Definitions:**

English as a Second Language (ESL)

- A student whose mother tongue is not English. The student is learning English to live in an English environment.

*[https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/esl/classroom\\_accommodations.pdf](https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/esl/classroom_accommodations.pdf)*

## English Language Learners (ELL)

- Students who are unable to communicate fluently or learn effectively in English, who often come from non- English- speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

*<https://www.edglossary.org/english-language-learner/>*

### **Purpose of Offering Accommodations**

- To increase comprehension of the content.
- To assist in completing assignments.
- To improve student's English in all four domains: Listening, Reading, Writing, and Speaking
- To encourage them to feel included and comfortable in the class.

### **Accommodations for ESL/ ELLs:**

Use teaching strategies and learning resources that make content comprehensible. Tools that are key to helping the student understand the content and to learn the acquired language. These strategies are key to improving student engagement.

### **List accommodations:**

- Seat the student near the teacher.
- Print clearly; do not use cursive writing.
- Print instructions clearly on the board, as well as, giving instructions orally.
- Print key words, page numbers, homework and deadlines, etc. on the board.

- Incorporate multiple and various visuals- gestures, props, graphic organizers, word walls and charts.
- Use audio and visual supports.
- Provide multiple learning opportunities to reinforce key concepts and vocabulary.
- Ensure students understand the instructions.
- Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.). Be aware that not all cultures understand the at-home responsibilities and routines of our school's expectations.
- Provide background knowledge sometimes with native language support to allow ELLs to tie new information with something familiar. (Could use peers to help translate.)
- To recognize and use multicultural subjects in lessons to help diverse students make connections and feel accepted in the classroom.
- Recycle new and key words through Cross-Content Curriculum.
- Check for comprehension by asking questions that require one word answers, props, and gestures. (Avoid using "Do you understand?")
- Allow for discovery learning, be ready to model how to complete the task (e.g. how to write a paragraph or how to use a calculator).
- Get to know the student's reading and writing ability. Avoid assuming a literacy level of low or high because of their oral abilities.
- Find out background knowledge of the student's academic and personal experience.
- When possible, modify assignments so the ESL or ELL students write less, have simpler questions to answer, fewer spelling words, etc.
- Utilize available technology, i.e. Smart Boards, Mimios, iPads, Chromebooks, Computers, as these programs allow these students to work at the pace/level their abilities allow.

We understand that not every accommodation will be used in each grade level or with every student. Individualize accommodations with every child as needed. In order to ensure student success make sure to have an open line of communication with all teachers, especially teachers of ESL/ ELLs with questions, concerns, or in making modifications to best fit every student.

**References:**

Department of Education. (2009). *Classroom Accommodations for ESL and ELD Students*. [Powerpoint PDF.] Retrieved from: [https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/esl/classroom\\_accommodations.pdf](https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/esl/classroom_accommodations.pdf)

English Language Learners. (2013, Aug. 29). Retrieved from: <https://www.edglossary.org/english-language-learner/>

*Middle Township School District - Special Education - Addendum*

***Accommodations are provided for all students who have been identified by the child study team and have an Individualized Education Plan (IEP).***

***Purpose of Accommodations***

To allow students to be successful in a mainstream setting.



## ***Accommodations***

- Use visual presentations of verbal material, such as word webs and visual organizers
- Written list of instructions
- Dictate answers to a scribe
- Capture response on audio recorder
- Use a spelling dictionary
- Sit where the learner learns best
- Small group instruction/ providing personal assistance
- Test in small group
- Partner/ Peer reading
- Break assignments into smaller chunks
- Create individual vocabulary cards with definition and picture
- Visual aids/ anchor charts
- Leveled book bins
- Extended time for tasks, assessments, etc.
- Distraction free workspace
- Listen to Audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Work with few items per page or line and/ or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Reduce the response effort

- Modify the rigor
- When responding to reading, bulleted lists instead of paragraphs
- Create personal word bank to complete narrative writing
- Take frequent breaks
- Mark text for highlighters for important information
- Few homework problems
- Write shorter papers
- Answer fewer or different homework problems
- Color code materials
- Use behavioral plans
- Record students thoughts before beginning to write
- Provide sentence starters

We understand that these accommodations will not be used for each student. These are suggestions for teachers to use. For suggestions, make sure to talk to the Special Education teacher and look in the child's IEP. Also, talking to previous teachers about effective strategies worked best for the individual child. Individualize accommodations as needed.

*Middle Township School District - Gifted and Talented - Addendum*

***Advanced/Gifted Students:***

- Open-ended responses
- Advanced problems/tasks to extend the critical thinking skills of advanced learner
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Supply reading materials on a wide variety of subjects and levels.
- Allow a variety of acceptable products (using Multiple Intelligences, for example)

***Middle Township School District - Students with 504 Plans- Addendum***

***Students with 504 Plans***

- Flexible grouping
- Controlled choice
- Multi-sensory learning-auditory, visual, kinesthetic, tactile
- Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials
- Use of technology
- Tiered Assignments
- Leveled questions- written responses, think-pair-share, multiple choice, open ended...
- Centers/Stations
- Scaffolding Extended time
- Differentiated instructional outcomes
- Preferential Seating
- Small group/one-to-one instruction
- Teach information processing strategies
- Chunking Frequent checks for understanding
- Access to teacher created notes

*Middle Township School District - Students at Risk for School Failure- Addendum*

*Students at Risk for School Failure*

- Tiered Assignments
- Leveled questions- written responses, think-pair-share, multiple choice, open ended...
- Centers/Stations
- Scaffolding
- Chunking
- Extended time
- Differentiated instructional outcomes
- Use of technology
- Partner work Frequent checks for understanding



**GRADE 12 ELA  
CURRICULUM**

**Middle Township Public Schools  
216 S. Main Street  
Cape May Court House, NJ 08210**

**Revised: July 2024**

**Middle Township Public Schools - ELA- 12<sup>th</sup> Grade**  
*View ELL, Special Education, and Gifted & Talented Accommodations Addendums at the end of this document*  
**Middle Township High School**

**Introduction**

This document serves to meet all requirements for curriculum as per the Middle Township Board of Education and the New Jersey Department of Education and will serve as a guide for lesson planning. English 12 focuses on British literature and is meant to be completed chronologically. Standards are listed in each unit to be covered, along with how students can achieve these standards.

**Course Description**

This course is designed to instruct and reinforce the life-long language skills that are essential for understanding and communicating the English language. It continues to broaden the students' reading experience with various literary genres, including poetry, short stories, essay and drama, with an increase in vocabulary development through the study of context (247 meaning). This course provides students with an overview of British literature. The major aims and objectives of this course are to have the students read a broad base of British literature and be able to recognize and explain the basic elements of exposition, complication, climax, resolution and characterization, recognize and understand a variety of literary genres, understand the mechanics of diction, syntax and usage, define, spell and recognize related vocabulary, implement critical thinking skills, refine the writing process, demonstrate proficiency in oral recitation by participating in class discussions, oral presentations and reading of drama; and practice listening skill

### **Interdisciplinary Connections**

6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

### **Integration of Technology**

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

### **21<sup>st</sup> Century Skills**

#### **All other 9.4 Performance Expectations Except Technology Literacy**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

### **Career Education**

#### **Standard 9.2 Performance Expectations**

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.



Pacing Guide

UNIT TITLE	ENDURING UNDERSTANDINGS	NJSLs	TIMEFRAME
<p><b>1. Writing Your Story - Application Essay and Memoir</b></p>	<ul style="list-style-type: none"> <li>• read memoirs and essays as a model for their own writing</li> <li>• tackle the task of application essay writing</li> <li>• employ narrative techniques to strengthen writing</li> <li>• gain a better understanding of addressing an audience</li> <li>• communicate their best traits and skills through engaging writing</li> <li>• Students will write and support their central idea(s) with text and coherent explanation and reasoning</li> </ul>	<p><b>Reading:</b> RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10</p> <p><b>Writing:</b> W.11-12.3, W.11-12.4, W.11-12.5, W.11-12.9, W.11-12.10</p> <p><b>Speaking/Listening:</b> SL.11-12.1</p> <p><b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.6</p> <p><b>21st Century:</b> 9.4.2.CI.1, 9.4.2.CI.2</p> <p><b>Career:</b> 9.2.12.CAP.2</p>	<p style="text-align: center;">15 days</p>
<p><b>2. Anglo-Saxon Literature</b></p>	<ul style="list-style-type: none"> <li>• Students will actively read the elegiac and heroic poetry with fluency and comprehension.</li> <li>• Students will identify, describe, evaluate, and synthesize central ideas in text.</li> <li>• Students will analyze character motive and accountability and make connections to their own cultural experiences.</li> <li>• Students will identify and analyze the poetic elements and how they contribute to the development of the story in the epic Beowulf, as well as provide imagery and description</li> </ul>	<p><b>Reading:</b> RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.10</p> <p><b>Writing:</b> W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.9, W.11-12.10</p> <p><b>Speaking/Listening:</b> SL.11-12.1</p> <p><b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-</p>	<p style="text-align: center;">15 days</p>

	<ul style="list-style-type: none"> <li>Students will engage effectively in collaborative discussions, posing meaningful questions to others, connecting opinions, and articulating thoughts, backed up with evidence and examples.</li> <li>Students will write and support their central idea(s) with text and coherent explanation and reasoning</li> </ul>	<p>12.5, L.11-12.6</p> <p><b>21st Century:</b> : 9.4.2.CI.1, 9.4.2.CI.2</p>	
<b>3. Medieval Literature</b>	<ul style="list-style-type: none"> <li>Students will evaluate how Medieval literature gives insight into values and customs of the time</li> <li>Through reading and analyzing the literature, students will see how society has changed and remained the same</li> <li>Students will identify and analyze the use of satire in the text and discover the author’s purpose</li> <li>Students will collaborate about character and emerging themes as well as the social commentary present in the text through the use of indirect and direct characterization</li> <li>Students will write and support their central idea(s) with text and coherent explanation and reasoning</li> </ul>	<p><b>Reading:</b> RL.11-12.1, RL.11-12.4, RL.11-12.5, RL.11-12.10</p> <p><b>Writing:</b> W.11-12.4, W.11-12.5, W.11-12.9, W.11-12.10</p> <p><b>Speaking/Listening:</b> SL.11-12.1, SL.11-12.4, SL.11-12.5, SL.11-12.6</p> <p><b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6</p> <p><b>21st Century:</b> : 9.4.2.CI.1, 9.4.2.CI.2</p>	30 days
<b>4. Renaissance - Drama</b>	<ul style="list-style-type: none"> <li>Students will strive to understand how Shakespeare’s use of setting, language, history, and allusions impact the play</li> <li>Through reading and evaluating poetic devices, students will look at the common theme that runs through senior literature: human nature, as well as many other themes present in the works of Shakespeare</li> </ul>	<p><b>Reading:</b> RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RI.11-12.7, RL.11-12.10, RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.10</p>	25 days

	<ul style="list-style-type: none"> <li>• Students will analyze the impact of the author’s choices regarding how to develop elements of the drama, as well as how to structure specific parts of a text.</li> <li>• Students will engage effectively in collaborative discussions, posing meaningful questions to others, connecting opinions, and articulating thoughts, backed up with evidence and examples.</li> <li>• Students will write and support their central idea(s) with text and coherent explanation and reasoning</li> <li>• Students will read Shakespeare out loud as well as hear Shakespeare read.</li> <li>• Students will compare text to multimedia in a way to help with meaning as well as provoke thoughtful conversation about choices.</li> </ul>	<p><b>Writing:</b> W.11-12.1, W.11-12.4, W.11-12.5, W.11-12.9, W.11-12.10</p> <p><b>Speaking/Listening:</b> SL.11-12.1</p> <p><b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6</p> <p><b>21st Century:</b> : 9.4.2.CI.1, 9.4.2.CI.2</p>	
<p><b>5.17th and late 18th Century Poetry/ Prose</b></p>	<ul style="list-style-type: none"> <li>• Students will analyze and provide evidence of how the religious and political unrest of the 17th century affected the literature of the time.</li> <li>• Students will read and analyze poetry, focusing on the distinct styles from the time period</li> <li>• Students will make connections to music/poetry of today by finding similar poetic techniques used by the 17th century write</li> <li>• Students will engage effectively in collaborative discussions, posing meaningful questions to others, connecting opinions, and articulating thoughts, backed up with evidence and examples.</li> </ul>	<p><b>Reading:</b> RL.11-12.1, RL.11-12.4, RL.11-12.6, RL.11-12.10, RI.CT.11-12.8</p> <p><b>Writing:</b> W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9, W.11-12.10, W.WR.11-12.5</p> <p><b>Speaking/Listening:</b> SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6</p> <p><b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5,</p>	<p>20 days</p>

	<ul style="list-style-type: none"> <li>Students will write and support their central idea(s) with text and coherent explanation and reasoning</li> </ul>	<p>L.11-12.6</p> <p><b>21st Century:</b> : 9.4.2.CI.1, 9.4.2.CI.2</p> <p><b>Interdisciplinary Connections:</b> 6.1.12.CivicsPR.6.a</p> <p><b>Integration of Technology:</b> 9.4.12.TL.4</p>	
<b>6. Romantic Poetry</b>	<ul style="list-style-type: none"> <li>Students will read and evaluate how Romantic poetry is far more than poems about "romantic love"</li> <li>Students will cite examples of how Romantic poetry moves away from science and becomes more imaginative and spontaneous</li> <li>Students will engage effectively in collaborative discussions, posing meaningful questions to others, connecting opinions, and articulating thoughts, backed up with evidence and examples.</li> <li>Students will analyze central ideas in the text as well as the poetic devices used in order to write in the Romantic style</li> <li>Students will write and support their central idea(s) with text and coherent explanation and reasoning</li> </ul>	<p><b>Reading:</b> RL.11-12.1, RL.11-12.4, RL.11-12.9, RL.11-12.10</p> <p><b>Writing:</b> W.11-12.4, W.11-12.5, W.11-12.9, W.11-12.10</p> <p><b>Speaking/Listening:</b> SL.11-12.1</p> <p><b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6</p> <p><b>21st Century:</b> 9.4.2.CI.1, 9.4.2.CI.2</p>	20 days
<b>7. The Novel</b>		<p><b>Reading:</b> RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-</p>	20 days

	<ul style="list-style-type: none"> <li>• Students will actively read assigned novels with fluency and comprehension.</li> <li>• Students will identify, describe, evaluate, and synthesize central ideas in text.</li> <li>• Students will analyze how words create tone and mood in order to advance the purpose of work.</li> <li>• Students will understand that literature presents central ideas and the author's perspective through major events and word choice.</li> <li>• Students will write and support their central idea(s) with text and coherent explanation and reasoning</li> <li>• Students will engage effectively in collaborative discussions, posing meaningful questions to others, connecting opinions, and articulating thoughts, backed up with evidence and examples.</li> </ul>	<p>12.7, RL.11-12.9, RL.11-12.10</p> <p><b>Writing:</b> W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.6, <b>W.11-12.7, W.11-12.8, W.11-12.9, W.11-12.10</b></p> <p><b>Speaking/Listening:</b> SL.11-12.1, SL.11-12.4, SL.11-12.5, SL.11-12.6, SL.UM.11-12.5</p> <p><b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.6</p> <p><b>21st Century:</b> : 9.4.2.CI.1, 9.4.2.CI.2</p> <p><b>Interdisciplinary Connections:</b> 6.1.12.CivicsPR.6.a</p>	
<p><b>8. The Victorians</b></p>	<ul style="list-style-type: none"> <li>• Students will read and analyze how The Victorian Age produced a diverse body of poetry, including elements of Romanticism, Realism and Naturalism.</li> <li>• Students will engage effectively in collaborative discussions, posing meaningful questions to others, connecting opinions, and articulating thoughts, backed up with evidence and examples.</li> <li>• Students will read and analyze poetry, focusing on the distinct styles from the time period that show how the poetry focused less on imagery and more on meter and rhythm.</li> </ul>	<p><b>Reading:</b> RL.11-12.1, RL.11-12.4, RL.11-12.6, RL.11-12.10</p> <p><b>Writing:</b> W.11-12.4, W.11-12.5, W.11-12.9, W.11-12.10</p> <p><b>Speaking/Listening:</b> SL.11-12.1</p> <p><b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6</p> <p><b>21st Century:</b> 9.4.2.CI.1, 9.4.2.CI.2</p>	<p>20 days</p>

	<ul style="list-style-type: none"> <li>• Students will evaluate how poetic devices help the central ideas of the poetry and popular themes such as isolation and despair.</li> <li>• Students will write and support their central idea(s) with text and coherent explanation and reasoning</li> </ul>	<b>Interdisciplinary Connections:</b> 6.1.12.CivicsPR.6.a	
--	--	--	--

<b>Content Area</b>
<b>Unit Plan Title:</b>
<b>Overview/Rational</b>
<p>Students will read memoirs and essays to serve as models for their own storytelling. Students will craft narrative essays and practice different writing skills to strengthen their writing, as well as gain a better understanding of addressing a specific audience. They will draft, write and revise their personal essays.</p>
<b>NJSLSA</b>
<p><b>Reading:</b> RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10  <b>Writing:</b> W.11-12.3, W.11-12.4, W.11-12.5, W.11-12.9, W.11-12.10  <b>Speaking/Listening:</b> SL.11-12.1  <b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.6  <b>21st Century:</b> 9.4.2.CI.1, 9.4.2.CI.2  <b>Career:</b> 9.2.12.CAP.2</p>

Key Vocabulary	
Memoir, Narrative, Audience, Key Vocab from text	
Assessment Evidence:	
<b>Formative Assessments</b> Comprehension questions Study guides <b>Summative Assessments</b> Graphic organizers/Venn diagrams Plot diagrams	
List of Core Instructional and Supplemental Materials	
CommonLit.org	
Suggested Timeframe	
15 days	

Content Area	Senior English		Grade: 12
--------------	----------------	--	-----------

<b>Unit Plan Title:</b>	<b>Anglo-Saxon Literature</b>	
<b>Overview/Rational</b>		
Students will read Anglo - Saxon literature in an analysis of life at the time. Students will read and cite textual evidence supporting ideals of the time and making modern connections to today. Students will write and speak using textual evidence to support class discussions and literary findings.		
<b>NJSLSA</b>		
<b>Reading:</b> RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.10 <b>Writing:</b> W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.9, W.11-12.10 <b>Speaking/Listening:</b> SL.11-12.1 <b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6 <b>21st Century:</b> 9.4.2.CI.1, 9.4.2.CI.2		
<b>Key Vocabulary</b>	<b>Suggested Texts</b>	
Epic Poetry, Hubris, Epic Hero, Heroic Poetry, Elegiac Poetry, Wer-Gild, Kenning, Caesura, Metaphor, personification, Scop, Alliteration	“The Wanderer” “The Wife’s Lament” Beowulf Paired Reading -”Jimmy Carter’s Nobel Speech”, “The Death of A Soldier”	
<b>Assessment Evidence:</b>		
<b>Formative Assessments</b> Exit Tickets Class Discussion Graphic Organizers Homework	<b>Benchmark Assessments</b> Progress monitoring Writing pieces  <b>Alternative Assessment</b>	



Warm-Up / Do Now  <b>Summative Assessments</b> Unit Test Quizzes Writing Pieces	Group Presentations Student Reflection Writing Pieces: For example - Analysis of the Anglo-Saxon Heroic Ideal
<b>List of Core Instructional and Supplemental Materials</b>	
Prentice Hall Literature, Grade 12, Penguin Edition CommonLit.org	
<b>Suggested Timeframe</b>	
25 days	

<b>Content Area</b>	<b>Senior English</b>		<b>Grade: 12</b>
<b>Unit Plan Title:</b>	<b>Medieval Literature</b>		
<b>Overview/Rational</b>			
Students will read literature from the Medieval period - they will see how the influences of the time impacted the literature as well as life at this time. Students will see a cross section of society through the tales and gain some historical knowledge as well as fictional elements from the time period. Students will read a variety of texts and write, speak and evaluate these texts for literary devices and be able support findings with textual evidence.			

**NJLSA**

**Reading:** RL.11-12.1, RL.11-12.4, RL.11-12.5, RL.11-12.10  
**Writing:** W.11-12.4, W.11-12.5, W.11-12.9, W.11-12.10  
**Speaking/Listening:** SL.11-12.1, SL.11-12.4, SL.11-12.5, SL.11-12.6  
**Language:** L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6  
**21st Century:** 9.4.2.CI.1, 9.4.2.CI.2

**Key Vocabulary**

Ballad, Feudalism, Code of Chivalry, Satire, Characterization - direct and indirect, Irony, Envy, Gluttony, Pride, Avarice, Wrath, Sloth, Lust, Chastity, Temperance, Diligence, Charity, Humility, Patience, Kindness, Allegory, Exemplum, Frame Story, Medieval Romance

**Suggested Texts**

- Excerpts from The Canterbury Tales
- Paired Reading “The Danger of the Single Story” -
  - “Of the Dignity or Meanness of Human Nature” -
- Medieval Ballads
- “Lord Randall”
  - “Twa Corbies”
  - “Get Up and Bar the Door”
  - “Edward”
  - “The Demon Lover”
- King Arthur selections
- “Gawain and the Green Knight”
  - from “Morte D'Arthur”

**Assessment Evidence:**

**Formative Assessments**

Exit Tickets  
 Class Discussion  
 Graphic Organizers  
 Homework  
 Warm-Up / Do Now

**Benchmark Assessments**

Progress monitoring  
 Writing pieces

**Alternative Assessment**

Group Presentations

<b>Summative Assessments</b> Unit Test Quizzes Writing Pieces	Student Reflection Writing Pieces
<b>List of Core Instructional and Supplemental Materials</b>	
Prentice Hall Literature, Grade 12, Penguin Edition CommonLit.org	
<b>Suggested Timeframe</b>	
25 days	

<b>Content Area</b>	<b>Senior English</b>		<b>Grade: 12</b>
<b>Unit Plan Title:</b>	<b>Drama Unit - Renaissance - Shakespeare</b>		
<b>Overview/Rational</b>			
Read one of Shakespeare’s most famous plays. Students will make connections to the themes and conflicts presented throughout the play and how these themes transcend time. In addition, students will evaluate the use of poetic devices and the use of language to propel the story forward. Students will also look at the themes such as the nature of evil and the effect of guilt. Students will read, and write on these topics.			

**NJLSA**

**Reading:** RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RI.11-12.7, RL.11-12.10, RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.10  
**Writing:** W.11-12.1, W.11-12.4, W.11-12.5, W.11-12.9, W.11-12.10  
**Speaking/Listening:** SL.11-12.1  
**Language:** L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6  
**21st Century:** 9.4.2.CI.1, 9.4.2.CI.2

**Key Vocabulary**

**Suggested Texts**

Characterization, Dramatic Irony, Foreshadowing, Theme, Plot, Soliloquy, Monologue, Aside, Allusion, Iambic Pentameter, Blank Verse, Personification, Pun, Tragedy, Tragic Hero, Fate, Free-Will; various vocabulary words from the text

- Macbeth
- Paired Reading:
    - “The Yellow Wallpaper”
    - “The Tonya Harding, Nancy Kerrigan Scandal”
    - “What Makes Good People Do Bad Things”
- Hamlet
- Paired Reading: “How Small Fibs Lead to Big Lies”

**Assessment Evidence:**

**Formative Assessments**

Exit Tickets  
 Class Discussion  
 Graphic Organizers  
 Homework  
 Warm-Up / Do Now

**Summative Assessments**

Unit Test

**Benchmark Assessments**

Progress monitoring  
 Writing pieces

**Alternative Assessment**

Group Presentations  
 Student Reflection  
 Writing Pieces

Quizzes Writing Pieces	
<b>List of Core Instructional and Supplemental Materials</b>	
Prentice Hall Literature, Grade 12, Penguin Edition Commonlit.org	
<b>Suggested Timeframe</b>	
25 days	

<b>Content Area</b>	<b>Senior English</b>		<b>Grade: 12</b>
<b>Unit Plan Title:</b>	<b>17th Century, Early 18th Century Literature</b>		
<b>Overview/Rational</b>			
Students will read, analyze and compare poetry and prose of the 17th and Early 18th century. They will note important literary devices that separate styles of poetry and will discover the connections to the time period. Students will also look at satirical essays, employing rhetorical analysis. They will write about their findings in various formats			
<b>NJSLSA</b>			
<b>Reading:</b> RL.11-12.1, RL.11-12.4, RL.11-12.6, RL.11-12.10, RI.CT.11-12.8 <b>Writing:</b> W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9, W.11-12.10, W.WR.11-12.5 <b>Speaking/Listening:</b> SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6 <b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6			

<p><b>21st Century:</b> 9.4.2.CI.1, 9.4.2.CI.2  <b>Interdisciplinary Connections:</b> 6.1.12.CivicsPR.6.a  <b>Integration of Technology:</b> 9.4.12.TL.4</p>	
Key Vocabulary	Suggested Texts
<p>Cavalier Poetry, Metaphysical Poetry, Conceit, Paradox, Carpe Diem, Personification, Satirical Essay, Rhetorical Analysis, Hyperbole, Irony, Various Vocabulary from text and supplemental materials</p>	<p>“Holy Sonnet” - Donne  “Valediction Forbidding Mourning” - Donne  “Song” - Donne  “Come, My Celia” - Jonson  “On My First Daughter” - Jonson  “On My First Son” - Jonson  “Still to Be Neat” - Jonson  “To The Virgins, Make Much of Time” - Herrick  A Modest Proposal - Swift (This is in the text and found on Commonlit.org)</p> <ul style="list-style-type: none"> <li>● Paired Readings: “Wealthy Teen Nearly Experiences Consequences”</li> </ul>
Assessment Evidence:	
<p><b>Formative Assessments</b>  Exit Tickets  Class Discussion  Graphic Organizers  Homework  Warm-Up / Do Now</p> <p><b>Summative Assessments</b>  Unit Test  Quizzes</p>	<p><b>Benchmark Assessments</b>  Progress monitoring  Writing pieces</p> <p><b>Alternative Assessments</b>  Group Presentations  Student Reflection  Writing Pieces  Project  Write their own Modest Proposal - Researching a Real Problem -</p>

Writing Pieces	like Climate change
<b>List of Core Instructional and Supplemental Materials</b>	
Prentice Hall Literature, Grade 12, Penguin Edition CommonLit.org	
<b>Suggested Timeframe</b>	
25 days	

<b>Content Area</b>	<b>Senior English</b>		<b>Grade: 12</b>
<b>Unit Plan Title:</b>	<b>Romantic Poetry</b>		
<b>Overview/Rational</b>			
Students will read romantic poetry and identify poetic devices characteristic of the genre. Students will also make connections to their own experiences as romantic poets did. Students will read a variety of texts and write, speak and evaluate these texts for literary devices and be able support findings with textual evidence.			
NJSLSA			
<b>Reading:</b> RL.11-12.1, RL.11-12.4, RL.11-12.9, RL.11-12.10 <b>Writing:</b> W.11-12.4, W.11-12.5, W.11-12.9, W.11-12.10 <b>Speaking/Listening:</b> SL.11-12.1 <b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6			

<b>21st Century:</b> : 9.4.2.CI.1, 9.4.2.CI.2	
<b>Key Vocabulary</b>	<b>Suggested Texts</b>
Romantic Poetry, Habeas Corpus, Industrial Revolution, Enlightenment, metaphor, personification, simile, symbolism, Key Vocabulary from the text or supplemental materials	<p>           “To A Mouse” - Burns            “Auld Lang Syne” - Burns            “John Anderson, My Jo” - Burns            “Red, Red Rose” - Burns            “Introduction” - Blake            “The Lamb” and “The Tyger” - Blake            “Holy Thursday” - Blake            “Ozymandias” - Shelley            “When Soft Music Dies” -Shelley            “England 1819” - Shelley            “La Belle Dame Sans Merci - Keats            “On Looking Into Chapman’s Homer” - Keats            “When I Have Fears” - Keats         </p>
<b>Assessment Evidence:</b>	
<p><b>Formative Assessments</b></p> <p>Exit Tickets Class Discussion Graphic Organizers Homework Warm-Up / Do Now</p> <p><b>Summative Assessments</b></p> <p>Unit Test Quizzes</p>	<p><b>Benchmark Assessments</b></p> <p>Progress monitoring Writing pieces</p> <p><b>Alternative Assessment</b></p> <p>Group Presentations Student Reflection Writing Pieces Projects</p>



Writing Pieces	
<b>List of Core Instructional and Supplemental Materials</b>	
Commonlit.org Prentice Hall - 12th grade	
<b>Suggested Timeframe</b>	
25 days	

<b>Content Area</b>	<b>Senior English</b>		<b>Grade: 12</b>
<b>Unit Plan Title:</b>	<b>Novel</b>		
<b>Overview/Rational</b>			
Through reading novels, students broaden their understanding of the world, which will aid them throughout life’s challenges. Reading stories helps to foster more tolerance towards other cultures and more understanding of different people. A reader knows there’s always more to people than what the first page shows.			
<b>NJLSA</b>			
<b>Reading:</b> RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.7, RL.11-12.9, RL.11-12.10			
<b>Writing:</b> W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9, W.11-12.10			
<b>Speaking/Listening:</b> SL.11-12.1, SL.11-12.4, SL.11-12.5, SL.11-12.6, SL.UM.11-12.5			
<b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4,L.11-12.6			

<b>21st Century: : 9.4.2.CI.1, 9.4.2.CI.2</b> <b>Interdisciplinary Connections: 6.1.12.CivicsPR.6.a</b>	
Key Vocabulary	Suggested Texts
Allegory, Theme, Characterization, Irony, Foreshadowing, Conflict, Mob Mentality, Id, Ego, Super Ego, Key Vocabulary from text	Lord of the Flies <ul style="list-style-type: none"> <li>● Paired Texts             <ul style="list-style-type: none"> <li>○ “1972 Flight Disaster” - Commonlit</li> <li>○ “What Makes Good People Do Bad things” - CommonLit</li> <li>○ “Bullying in Early Adolescence” - Commonlit <b>(diversity, equity and inclusion)</b></li> </ul> </li> </ul> Alice in Wonderland Frankenstein Brave New World <ul style="list-style-type: none"> <li>● Paired Texts             <ul style="list-style-type: none"> <li>○ “Someone Might be Watching: An Introduction to Dystopian Literature” - Commonlit</li> <li>○ “Fear of Change” - Commonlit</li> </ul> </li> </ul> The Lovely Bones
Assessment Evidence:	
<b>Formative Assessments</b> Exit Tickets Class Discussion Homework Warm-Up / Do Now  <b>Summative Assessments</b> Unit Tests	<b>Benchmark Assessments</b> Progress monitoring  <b>Alternative Assessment</b>  Student Reflection Writing Pieces

Quizzes	
<b>List of Core Instructional and Supplemental Materials</b>	
Various Novels: Lord of the Flies, Brave New World, Frankenstein, Alice in Wonderland, The Lovely Bones Commonlit.org	
<b>Suggested Timeframe</b>	
25 days	

<b>Content Area</b>	<b>Senior English</b>		<b>Grade: 12</b>
<b>Unit Plan Title:</b>	<b>Victorian Poetry</b>		
<b>Overview/Rational</b>			
This unit aims to teach how the shift in society and a larger middle class affects literature. Students will continue to read, interpret and analyze poetry. Students will read a variety of texts and write, speak and evaluate these texts for literary devices and be able support findings with textual evidence.			
<b>NJLSA</b>			
<b>Reading:</b> RL.11-12.1, RL.11-12.4, RL.11-12.6, RL.11-12.10 <b>Writing:</b> W.11-12.4, W.11-12.5, W.11-12.9, W.11-12.10 <b>Speaking/Listening:</b> SL.11-12.1			

**Language:** L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6

**21st Century:** : 9.4.2.CI.1, 9.4.2.CI.2

**Interdisciplinary Connections:** 6.1.12.CivicsPR.6.a

**Key Vocabulary**

**Suggested Texts**

meter, rhythm, themes, realism, dramatic monologue, workhouse, Industrial Revolution, sonnet, narrative poetry, key vocabulary from text

“The Lady of Shalott” - Tennyson  
“The Kraken” - Tennyson  
“Self Dependence” - Arnold  
“Porphyria’s Lover” - Robert Browning  
“My Last Duchess” - Robert Browning  
“Isolation” - Arnold  
Select Sonnets by Elizabeth Browning

**Assessment Evidence:**

**Formative Assessments**

Exit Tickets  
Class Discussion  
Graphic Organizers  
Homework  
Warm-Up / Do Now

**Summative Assessments**

Unit Test  
Quizzes  
Writing Pieces

**Benchmark Assessments**

Progress monitoring  
Writing pieces

**Alternative Assessment**

Group Presentations  
Student Reflection  
Writing Pieces  
Project

**List of Core Instructional and Supplemental Materials**

Prentice Hall Literature, Grade 12, Penguin Edition  
CommonLit.org

**Suggested Timeframe**

15- 20 days

*Middle Township School District - ELL Accommodations - Addendum*

**Purpose of Offering Accommodations**

- To increase comprehension of the content.
- To assist in completing assignments.
- To improve student’s English in all four domains: Listening, Reading, Writing, and Speaking
- To encourage them to feel included and comfortable in the class.

**Accommodations for ESL/ ELLs:**

Use teaching strategies and learning resources that make content comprehensible. Tools that are key to helping the student understand the content and to learn the acquired language. These strategies are key to improving student engagement.

**List accommodations:**

- Seat the student near the teacher.
- Print clearly; do not use cursive writing.
- Print instructions clearly on the board, as well as, giving instructions orally.
- Print key words, page numbers, homework and deadlines, etc. on the board.
- Incorporate multiple and various visuals- gestures, props, graphic organizers, word walls and charts.
- Use audio and visual supports.
- Provide multiple learning opportunities to reinforce key concepts and vocabulary.
- Ensure students understand the instructions.
- Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.). Be aware that not all cultures understand the at-home responsibilities and routines of our school's expectations.
- Provide background knowledge sometimes with native language support to allow ELLs to tie new information with something familiar. (Could use peers to help translate.)
- To recognize and use multicultural subjects in lessons to help diverse students make connections and feel accepted in the classroom.
- Recycle new and key words through Cross-Content Curriculum.
- Check for comprehension by asking questions that require one word answers, props, and gestures. (Avoid using "Do you understand?")
- Allow for discovery learning, be ready to model how to complete the task (e.g. how to write a paragraph or how to use a calculator).
- Get to know the student's reading and writing ability. Avoid assuming a literacy level of low or high because of their oral abilities.
- Find out background knowledge of the student's academic and personal experience.

- When possible, modify assignments so the ESL or ELL students write less, have simpler questions to answer, fewer spelling words, etc.
- Utilize available technology, i.e. Smart Boards, Mimios, iPads, Chromebooks, Computers, as these programs allow these students to work at the pace/level their abilities allow.

We understand that not every accommodation will be used in each grade level or with every student. Individualize accommodations with every child as needed. In order to ensure student success make sure to have an open line of communication with all teachers, especially teachers of ESL/ ELLs with questions, concerns, or in making modifications to best fit every student.

**Middle Township School District - Special Education - Addendum**

**Accommodations**

- Use visual presentations of verbal material, such as word webs and visual organizers
- Written list of instructions
- Dictate answers to a scribe
- Capture response on audio recorder
- Use a spelling dictionary
- Sit where the learner learns best
- Small group instruction/ providing personal assistance
- Test in small group
- Partner/ Peer reading
- Break assignments into smaller chunks

- Create individual vocabulary cards with definition and picture
- Visual aids/ anchor charts
- Leveled book bins
- Extended time for tasks, assessments, etc.
- Distraction free workspace
- Listen to Audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Work with few items per page or line and/ or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Reduce the response effort
- Modify the rigor
- When responding to reading, bulleted lists instead of paragraphs
- Create personal word bank to complete narrative writing
- Take frequent breaks
- Mark text for highlighters for important information
- Few homework problems
- Write shorter papers
- Answer fewer or different homework problems
- Color code materials
- Use behavioral plans
- Record students thoughts before beginning to write



- Provide sentence starters

We understand that these accommodations will not be used for each student. These are suggestions for teachers to use. For suggestions, make sure to talk to the Special Education teacher and look in the child's IEP. Also, talking to previous teachers about effective strategies worked best for the individual child. Individualize accommodations as needed.

*Middle Township School District - Gifted and Talented - Addendum*

***Advanced/Gifted Students:***

- Open-ended responses
- Advanced problems/tasks to extend the critical thinking skills of advanced learner
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Supply reading materials on a wide variety of subjects and levels.
- Allow a variety of acceptable products (using Multiple Intelligences, for example)

*Middle Township School District - Students with 504 Plans- Addendum*

***Students with 504 Plans***

- Flexible grouping

- Controlled choice
- Multi-sensory learning-auditory, visual, kinesthetic, tactile
- Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials
- Use of technology
- Tiered Assignments
- Leveled questions- written responses, think-pair-share, multiple choice, open ended...
- Centers/Stations
- Scaffolding Extended time
- Differentiated instructional outcomes
- Preferential Seating
- Small group/one-to-one instruction
- Teach information processing strategies
- Chunking Frequent checks for understanding
- Access to teacher created notes

***Middle Township School District - Students at Risk for School Failure- Addendum***

***Students at Risk for School Failure***

- Tiered Assignments
- Leveled questions- written responses, think-pair-share, multiple choice, open ended...
- Centers/Stations
- Scaffolding
- Chunking
- Extended time
- Differentiated instructional outcomes
- Use of technology
- Partner work Frequent checks for understanding

