

Hillsborough Township Public Schools
Grade 9
English I Honors

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets (SWBAT...)	Common Assessments (Formative & Summative) Indicated *required	Interdisciplinary Connections	21 st Century Connections
MP 1 Unit 1: Summer Reading (2-3 weeks)	<p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>Author's choice: Why does it matter?</p> <p>What makes a story a "great" story?</p> <p>What do good writers do?</p> <p>What's my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>What do good writers do?</p> <p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.</p> <p>Analyzing texts for structure,</p>	<p>R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R3: Analyze</p>	<p>RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.</p>	<p>Define textual evidence.</p> <p>Define inference and explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>Analyze an author's words and determine multiple pieces of textual evidence that strongly support both explicit and inferential questions.</p> <p>Define theme</p> <p>Analyze plot to determine a theme.</p> <p>Determine how specific details in a text reveal and continually refine</p>	<p>Formative:</p> <ul style="list-style-type: none"> - Close Reading - Textual Annotations - Small and large Group Discussions - Graphic Organizers - Web-research - Collaborative learning group discussions and products (writing groups and lit. circle reading groups) - Peer reading and editing* - Student/Teacher conferences -Short Constructed Responses* <p>Summative Assessments:</p> <ul style="list-style-type: none"> -CA 1: Summer Reading Expository Essay w/basic MLA 	<p>NJ.SS.6.1.12.A.8 .c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.</p> <p>NJ.SS.6.1.12.13 The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.</p> <p>NJ.SS.6.3.12 Active Citizenship in the</p>	<p>CRP4 Communicate clearly and effectively and with reason.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts.</p> <p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.12.ED.11 Demonstrate</p>

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<p>I don't know?</p> <p>In what ways does the creative choice impact the audience?</p>	<p>purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Effective readers,</p>	<p>how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>R6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.9-10.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background</p>	<p>a theme.</p> <p>Identify and explain the role of complex characters in a text.</p> <p>Analyze how complex characters advance the plot of a text and / or contribute to the development of the theme.</p> <p>Identify different literary text structures.</p> <p>Analyze a text and determine why an author organized events in a particular order.</p> <p>Analyze how authors interpret and transform themes, events, topics, etc. from source material.</p> <p>Critique various works that have drawn on or</p>	<p>Formatting)* -Vocabulary quizzes -grammar quizzes</p>	<p>21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>NJ.ET.8.1C Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>NJ.SS.6.2.8 All students will acquire the</p>	<p>group management skills that enhance professional education and training practice.</p>
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		<p>writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>RI.9-10.1 Accurately cite strong and thorough textual</p>	<p>transformed the same source material and explain the varied interpretations of different authors.</p> <p>Closely read complex grade level texts.</p> <p>Reread a text to find more information or clarify ideas.</p> <p>Select a topic and identify and gather relevant information to share with my audience.</p> <p>Define common organizational / formatting structures that will allow me to organize my complex ideas best.</p> <p>Analyze the information, domain-specific vocabulary for my topic, and organize</p>		<p>knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>NJ.ET.8.1F Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>	
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			<p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time</p>	<p>evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2 Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction</p>	<p>information into broader categories.</p> <p>Present information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement / section that supports information presented.</p> <p>Identify the writing style that best fits my task, purpose, and audience.</p> <p>Use organizational / formatting structures to develop writing ideas.</p> <p>Compose a clear and logical piece</p>	<p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	
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			<p>frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L1: Demonstrate command of the conventions of</p>	<p>at grade level text-complexity or above.</p> <p>W.9-10.2 A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied</p>	<p>of writing that demonstrates my understanding of a specific writing style.</p> <p>Use prewriting strategies to formulate ideas.</p> <p>Recognize that a well-developed piece of writing requires more than one draft.</p> <p>Apply revision strategies with the help of others.</p> <p>Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p>Analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary. Prepare multiple</p>			
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			<p>standard English grammar and usage when writing or speaking.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating</p>	<p>drafts using revisions and edits to develop and strengthen my writing.</p> <p>Recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</p> <p>Determine the most efficient technology medium to complete my writing task.</p> <p>Determine textual evidence that supports my analysis, reflection, and/or research.</p> <p>Compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.</p> <p>Recognize that different writing</p>			
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			<p>L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>implications or the significance of the topic).</p> <p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing</p>	<p>tasks require varied time frames to complete.</p> <p>Determine a writing format / style to fit my task, purpose, and/or audience.</p> <p>Write for a variety of reasons.</p> <p>Review material to be discussed and determine key points and / or central ideas.</p> <p>Come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned exchange of ideas.</p> <p>Participate in a discussion by posing questions that connect the ideas of several</p>		
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				<p>for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10).</p> <p>W.9-10.6 Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.9 A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic</p>	<p>speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to propel the discussion.</p> <p>Make relevant observations and use my ideas and comments to relate the current discussion to broader themes or ideas.</p> <p>Respond thoughtfully to diverse perspectives presented in a discussion, integrate them with my own when warranted, and justify my own views based on evidence introduced by others.</p> <p>Identify various reasons for speaking.</p> <p>Use appropriate</p>			
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			<p>from mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>B. Apply grades 9–10 Reading standards to nonfiction informational (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>phrases and clauses to convey specific meaning and variety and interest to writing.</p> <p>Identify misspelled words and use resources to assist me in spelling correctly.</p> <p>Apply the guidelines in a given style manual to write and edit work.</p> <p>Infer the meaning of unknown words using context clues.</p> <p>Verify my inferred meaning of an unknown word, its part of speech, and/or its etymology by consulting general and specialized reference materials.</p> <p>Gather</p>			
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				<p>SL.9-10.1 A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various</p>	<p>vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p>			
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				<p>perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> <p>L.9-10.1 B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun,</p>				
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				<p>relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2 C. Spell correctly.</p> <p>L.9-10.3 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4 A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a</p>				
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				<p>word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.6 Acquire and use</p>				
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				accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
<p>MP1 Unit 2: History’s Influence on Fictional Literature (4-6 weeks)</p>	<p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>Author’s choice: Why does it matter?</p> <p>What makes a story a “great” story?</p> <p>What do good writers do?</p> <p>What’s my purpose and</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and</p>	<p>R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the</p>	<p>RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2 Determine a theme</p>	<p>Define textual evidence.</p> <p>Define inference and explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>Analyze an author’s words and determine multiple pieces of textual evidence that strongly support both</p>	<p>Formative:</p> <ul style="list-style-type: none"> - Expository Essay prewriting - Graphic Organizers - Class Discussions / Socratic seminars - Journal reflections - Peer editing/revision* - Close Reading Annotations - Guided Reading Questions / Notes* 	<p>NJ.SS.6.1.12.A.8 .c</p> <p>Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.</p> <p>NJ.SS.6.1.12.D.14.e</p> <p>Evaluate the role</p>	<p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6 Demonstrate creativity and innovation.</p> <p>CRP8 Utilize critical thinking to make sense of problems and persevere in</p>

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<p>how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>Why write?</p> <p>What do good writers do?</p> <p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: What will help?</p> <p>Communicating clearly: What does it take?</p> <p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p> <p>In what ways does the creative choice impact the audience?</p> <p>What makes a presentation "great"?</p> <p>Why do the rules of language matter?</p>	<p>claims in diverse formats.</p> <p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly</p>	<p>text.</p> <p>R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R5: Analyze the structure of</p>	<p>or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.</p> <p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative</p>	<p>explicit and inferential questions.</p> <p>Define theme</p> <p>Analyze plot to determine a theme.</p> <p>Determine how specific details in a text reveal and continually refine a theme.</p> <p>Identify and explain the role of complex characters in a text.</p> <p>Analyze how complex characters develop over the course of a text.</p> <p>Analyze how characters develop through their interactions with others.</p> <p>Analyze how complex characters advance the plot</p>	<p>- Reading Check Quizzes - Short Constructed Responses* - Annotations - Projects -Video guides -Vocabulary checks -Grammar checks</p> <p>Summative: -CA2: <i>To Kill a Mockingbird</i> Unit Test* -Expository Essay (basic MLA formatting)* -Vocabulary Quizzes -Grammar Quizzes</p>	<p>of religion on cultural and social mores, public opinion, and political decisions.</p> <p>NJ.SS.6.3.12.5 Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.</p> <p>NJ.SS.6.1.12.13 The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated</p>	<p>solving them.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts.</p> <p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.</p>
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		<p>communicates the ideas to the reader.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Comprehension is</p>	<p>texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>R6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to</p>	<p>impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée</p>	<p>of a text and / or contribute to the development of the theme.</p> <p>Distinguish between literal language and figurative language.</p> <p>Analyze why authors choose specific words to evoke a particular meaning or tone.</p> <p>Analyze how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of a text.</p> <p>Determine what is emphasized or absent in each artistic medium.</p> <p>Analyze the impact of a particular subject or key scene from another artistic medium.</p>		<p>against.</p> <p>NJ.SS.6.3.12 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>NJ.ET.8.1C Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>	
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		<p>enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>compare the approaches the authors take.</p> <p>R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are</p>	<p>des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>RL.9-10.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as</p>	<p>Identify different literary text structures.</p> <p>Analyze a text and determine why an author organized events in a particular order.</p> <p>Analyze how an author manipulates time.</p> <p>Analyze how an author’s choice of text structure creates effects such as mystery, tension, or surprise.</p> <p>Analyze how authors interpret and transform themes, events, topics, etc. from source material.</p> <p>Critique various works that have drawn on or transformed the same source</p>	<p>NJ.SS.6.2.8 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>NJ.ET.8.1F Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and</p>	
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			<p>appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research,</p>	<p>needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2 Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text</p>	<p>material and explain the varied interpretations of different authors.</p> <p>Closely read complex grade level texts.</p> <p>Reread a text to find more information or clarify ideas.</p> <p>Use reading strategies to help understand a complex text.</p> <p>Determine how the time period and point of view of an author affects his / her perspective on a theme or concept.</p> <p>Select a topic and identify and gather relevant information to share with my audience.</p> <p>Define common organizational / formatting structures that</p>	<p>resources.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	
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			<p>reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>L2: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SL4: Present information,</p>	<p>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech,</p>	<p>will allow me to organize my complex ideas best.</p> <p>Analyze the information, domain-specific vocabulary for my topic, and organize information into broader categories.</p> <p>Present information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement / section that supports information presented.</p> <p>Identify the writing style that best fits my task, purpose, and</p>			
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			<p>findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L2: Demonstrate</p>	<p>King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p> <p>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>W.9-10.2 A. Introduce a topic; organize complex ideas, concepts, and information to make important</p>	<p>audience.</p> <p>Use organizational / formatting structures to develop writing ideas.</p> <p>Compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p> <p>Use prewriting strategies to formulate ideas.</p> <p>Recognize that a well-developed piece of writing requires more than one draft.</p> <p>Apply revision strategies with the help of others.</p> <p>Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p>			
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			<p>command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing</p>	<p>connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and</p>	<p>Analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary.</p> <p>Prepare multiple drafts using revisions and edits to develop and strengthen my writing.</p> <p>Recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</p> <p>Determine the most efficient technology medium to complete my writing task.</p> <p>Focus research around a problem to be solved, a central question that is provided, or a self-generated</p>			
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			<p>meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering</p>	<p>domain-specific vocabulary to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task,</p>	<p>question I have determined.</p> <p>Choose several sources and synthesize information to answer my research inquiry.</p> <p>Assess the usefulness of sources to determine those that contain the information that best answers my research question.</p> <p>Follow standard format for citation to create a bibliography for sources that I paraphrased or quoted in my writing.</p> <p>Demonstrate understanding of a subject under investigation.</p> <p>Determine textual evidence that supports my analysis, reflection, and/or</p>			
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			<p>vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10).</p> <p>W.9-10.6 Use technology, including the Internet, to</p>	<p>research.</p> <p>Compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.</p> <p>Recognize that different writing tasks require varied time frames to complete.</p> <p>Determine a writing format / style to fit my task, purpose, and/or audience.</p> <p>Write for a variety of reasons.</p> <p>Review material to be discussed and determine key points and / or central ideas.</p> <p>Create questions and locate key textual evidence to contribute to a</p>			
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				<p>produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8 Gather relevant information from multiple authoritative print</p>	<p>discussion on the given topic, text, or issue.</p> <p>Work with peers to define the rules and roles necessary for collegial discussions and decision-making.</p> <p>Come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned exchange of ideas.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to propel the discussion.</p>			
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				<p>and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.9-10.9 A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by</p>	<p>Make relevant observations and use my ideas and comments to relate the current discussion to broader themes or ideas.</p> <p>Respond thoughtfully to diverse perspectives presented in a discussion, integrate them with my own when warranted, and justify my own views based on evidence introduced by others.</p> <p>Present information, findings, and/or supporting evidence clearly, concisely, and logically.</p> <p>Present information in a sequence that allows the listener to follow my line of reasoning.</p>			
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			<p>Shakespeare]”).</p> <p>B. Apply grades 9–10 Reading standards to nonfiction informational (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.9-10.1 A. Come to discussions prepared, having</p>	<p>Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, and audience.</p> <p>Identify the parts of my presentation, including findings, reasoning, and evidence, that could use clarification, strengthening, and / or additional interest.</p> <p>Integrate appropriate digital media in a strategic manner to improve my presentation.</p> <p>Determine speaking tasks that require a formal structure.</p> <p>Identify various</p>			
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				<p>read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the current</p>	<p>reasons for speaking.</p> <p>Use appropriate phrases and clauses to convey specific meaning and variety and interest to writing.</p> <p>Identify misspelled words and use resources to assist me in spelling correctly.</p> <p>Apply the guidelines in a given style manual to write and edit work.</p> <p>Infer the meaning of unknown words using context clues.</p> <p>Verify my inferred meaning of an unknown word, its part of speech, and/or its etymology by consulting general and specialized reference</p>			
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				<p>discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>materials.</p> <p>Interpret figures of speech and analyze their overall role in the text.</p> <p>Recognize the difference between denotative and connotative meanings.</p> <p>Analyze how certain words and phrases that have similar denotations can carry different nuances.</p> <p>Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p>			
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				<p>SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> <p>L.9-10.1 B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent,</p>				
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				<p>dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2 C. Spell correctly.</p> <p>L.9-10.4 A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries,</p>				
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				<p>thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6 Acquire and use accurate general academic and domain-specific</p>				
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				words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
MP2 Unit 3: Short Stories (4-6 weeks)	<p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>Author’s choice: Why does it matter?</p> <p>What makes a story a “great” story?</p> <p>What do good writers do?</p> <p>What’s my purpose and how do I develop it?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p>	R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.2 Determine a theme or central idea of a text and analyze in	<p>Define textual evidence.</p> <p>Define inference and explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>Analyze an author’s words and determine multiple pieces of textual evidence that strongly support both explicit and inferential</p>	Formative: - Graphic Organizers - Class Discussions -Group Collaboration and Lesson Planning Notes - Peer editing/revision* - Close Reading Annotations - Reading Check Quizzes -Vocabulary checks -Grammar checks	NJ.SS.6.2.8 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to</p>

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<p>Writing clearly: What makes a difference?</p> <p>Why write?</p> <p>What do good writers do?</p> <p>Communicating clearly: What does it take?</p> <p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p> <p>In what ways does the creative choice impact the audience?</p> <p>What makes a presentation "great"?</p> <p>Why do the rules of language matter?</p>	<p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting</p>	<p>R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R5: Analyze the structure of texts, including how specific</p>	<p>detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.</p> <p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on</p>	<p>questions.</p> <p>Define theme</p> <p>Analyze plot to determine a theme.</p> <p>Determine how specific details in a text reveal and continually refine a theme.</p> <p>Identify and explain the role of complex characters in a text</p> <p>Analyze how complex characters develop over the course of a text.</p> <p>Analyze how characters develop through their interactions with others.</p> <p>Analyze how complex characters advance the plot of a text and / or contribute to the</p>	<p>Summative: -Formal Lesson Plan -Teacher-For-A-Day Presentation* -Vocabulary quizzes -Grammar Quizzes</p>	<p>decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>NJ.SS.6.3.12 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>NJ.ET.8.1C Students use digital media and environments to communicate and work collaboratively, including at a distance, to support</p>	<p>enhance productivity.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts.</p> <p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p>
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		<p>information and to clarify meaning when reading or listening.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>R6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the</p>	<p>meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend</p>	<p>development of the theme.</p> <p>Distinguish between literal language and figurative language.</p> <p>Analyze why authors choose specific words to evoke a particular meaning or tone.</p> <p>Analyze how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of a text.</p> <p>Identify different literary text structures</p> <p>Analyze a text and determine why an author chose to present his / her text using a particular structure.</p> <p>Analyze a text and determine</p>		<p>individual learning and contribute to the learning of others.</p> <p>NJ.ET.8.1F Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	
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			<p>authors take.</p> <p>R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>literature, including stories, dramas, and poems, at grade level or above.</p> <p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.6 Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>why an author organized events in a particular order.</p> <p>Analyze how an author manipulates time.</p> <p>Analyze how an author's choice of text structure creates effects such as mystery, tension, or surprise.</p> <p>Closely read complex grade level texts.</p> <p>Reread a text to find more information or clarify ideas.</p> <p>Use reading strategies to help understand a complex text.</p> <p>Identify the writing style that best fits my task, purpose, and audience.</p> <p>Use</p>		
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			<p>SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.9-10.1 A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal</p>	<p>organizational / formatting structures to develop writing ideas.</p> <p>Compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p> <p>Determine the most efficient technology medium to complete my writing task.</p> <p>Determine textual evidence that supports my analysis, reflection, and/or research.</p> <p>Recognize that different writing tasks require varied time frames to complete.</p> <p>Determine a writing format / style to fit my</p>		
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			<p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend</p>	<p>consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the</p>	<p>task, purpose, and/or audience.</p> <p>Write for a variety of reasons.</p> <p>Review material to be discussed and determine key points and / or central ideas.</p> <p>Create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue.</p> <p>Work with peers to define the rules and roles necessary for collegial discussions and decision-making.</p> <p>Come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned</p>		
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			<p>more fully when reading or listening.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L6: Acquire and use accurately a range of general academic and</p>	<p>evidence and reasoning presented.</p> <p>SL.9-10.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of</p>	<p>exchange of ideas.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to propel the discussion.</p> <p>Make relevant observations and use my ideas and comments to relate the current discussion to broader themes or ideas.</p> <p>Respond thoughtfully to diverse perspectives presented in a discussion, integrate them with my own when warranted, and justify my own views based on evidence</p>			
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			<p>domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>formal English. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> <p>L.9-10.2 C. Spell correctly.</p> <p>L.9-10.3 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4 A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a</p>	<p>introduced by others.</p> <p>Present information, findings, and/or supporting evidence clearly, concisely, and logically.</p> <p>Present information in a sequence that allows the listener to follow my line of reasoning.</p> <p>Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, and audience.</p> <p>Identify the parts of my presentation, including findings, reasoning, and evidence, that could use clarification, strengthening,</p>			
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				<p>word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5 A. Interpret figures</p>	<p>and / or additional interest.</p> <p>Integrate appropriate digital media in a strategic manner to improve my presentation.</p> <p>Determine speaking tasks that require a formal structure.</p> <p>Identify various reasons for speaking.</p> <p>Identify misspelled words and use resources to assist me in spelling correctly.</p> <p>Apply the guidelines in a given style manual to write and edit work.</p> <p>Infer the meaning of unknown words using context clues.</p> <p>Verify my</p>			
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				<p>of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>inferred meaning of an unknown word, its part of speech, and/or its etymology by consulting general and specialized reference materials.</p> <p>Interpret figures of speech and analyze their overall role in the text.</p> <p>Recognize the difference between denotative and connotative meanings.</p> <p>Analyze how certain words and phrases that have similar denotations can carry different nuances.</p> <p>Gather vocabulary knowledge independently when considering a word or phrase</p>			
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					important to comprehension or expression.			
MP 2 Unit 4: The Odyssey (4-6 weeks)	<p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>Author's choice: Why does it matter?</p> <p>What do good writers do?</p> <p>What's my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>What do good researchers do?</p> <p>"Cut and Paste:" What's the problem?</p> <p>Why write?</p> <p>What do good writers do?</p> <p>Making meaning from a variety of sources: What</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.</p> <p>Analyzing texts for structure, purpose, and</p>	<p>R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R3: Analyze how and why</p>	<p>RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.</p> <p>RL.9-10.3</p>	<p>Define textual evidence.</p> <p>Define inference and explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>Read closely and find answers explicitly in text.</p> <p>Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</p> <p>Define theme.</p> <p>Analyze plot.</p> <p>Determine how specific details in</p>	<p>Formative:</p> <ul style="list-style-type: none"> - Close Reading - Textual Annotations - Small and Large Group Discussions - Graphic Organizers - Web-research - Character Charts - Reading Check Quizzes - Peer reading and editing* - Narrative/ Descriptive techniques review practice -Narrative prewrite - Prewriting graphic organizer - Student/Teacher conferences - Hero's Journey Cycle graphic organizers* -Mythical Monster Creation 	<p>NJ.SS.6.2.8 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>NJ.SS.6.2.8.3 Classical civilizations (i.e., Greece, Rome, India and China) developed and</p>	<p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6 Demonstrate creativity and innovation.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts.</p>

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<p>will help?</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p> <p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p> <p>In what ways does the creative choice impact the audience?</p>	<p>viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Effective</p>	<p>individuals, events, and ideas develop and interact over the course of a text.</p> <p>R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>R6: Assess how point of view or purpose shapes</p>	<p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5 Analyze how an author's choices concerning how to structure a text,</p>	<p>the text reveal and continually refine a theme.</p> <p>Define summary.</p> <p>Compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p>Identify and explain the role of complex characters in a text.</p> <p>Analyze how complex characters develop over the course of a text.</p> <p>Analyze how characters develop through their interactions with others.</p> <p>Analyze how complex characters advance the plot of a text and/or</p>	<p>Summative: -CA3: Narrative Writing ("The Lost Book")* -CA4: <i>The Odyssey</i> Final Test* -Epic Hero Project (application to choice read)* -Vocabulary quizzes -Grammar quizzes</p>	<p>expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.</p> <p>NJ.SS.6.2.12.1 The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	
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		<p>communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>the content and style of a text.</p> <p>R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with</p>	<p>contribute to the development of a theme.</p> <p>Explain how the point of view or cultural experience (e.g., government, role of women) found in various works of world literature differs from works of literature written in the United States.</p> <p>Analyze multiple texts of world literature to gain insight into the point of view of other societies and cultures.</p> <p>Define inference and explain how a reader uses textual evidence to reach a logical conclusion</p> <p>Analyze an author’s words and determine multiple pieces of textual evidence</p>			
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			<p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W6: Use technology, including the Internet, to produce and</p>	<p>the Fall of Icarus).</p> <p>RL.9-10.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend</p>	<p>that strongly and thoroughly support both explicit and inferential questions.</p> <p>Identify particular sentences, paragraphs, or larger portions of a text that support an author’s ideas or claims.</p> <p>Analyze and explain how the role of particular sentences, paragraphs, or larger portions of a text helps to develop and refine the author’s ideas or claims.</p> <p>Define point of view as how the author feels about the situation / topic of a text.</p> <p>Determine an author’s point of view and explain his / her purpose for writing the</p>		
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			<p>publish writing and to interact and collaborate with others.</p> <p>W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W9: Draw evidence from</p>	<p>literature, including stories, dramas, and poems, at grade level or above.</p> <p>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>W.9-10.3 A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or</p>	<p>text.</p> <p>Define narrative and describe the basic parts of plot.</p> <p>Engage the reader by introducing one or more point(s) of view, the narrator, characters, setting, and the event that starts the story in motion.</p> <p>Use narrative techniques to develop experiences, events, setting, and/or characters.</p> <p>Use descriptive words and phrases that reveal details, appeal to the senses, and help convey a vivid picture of the experiences, events, setting, and / or characters.</p>			
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			<p>literary or informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL2: Integrate</p>	<p>events</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete and comprehensive piece.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Write a logical conclusion that provides a sense of closure.</p> <p>Signal changes in time and place by using transition words, phrases, and clauses to show the relationships among experiences and events.</p> <p>Identify the writing style that best fits my task, purpose, and audience.</p> <p>Use organizational / formatting structures to develop my writing ideas.</p> <p>Compose a clear and logical piece of writing that demonstrates my understanding of a specific style.</p> <p>Use prewriting strategies to</p>			
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			<p>and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when</p>	<p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language</p>	<p>formulate ideas.</p> <p>Recognize that a well-developed piece of writing requires more than one draft.</p> <p>Apply revision strategies with the help of others.</p> <p>Edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p>Analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary.</p> <p>Prepare multiple drafts using revisions and edits to develop and strengthen my writing.</p> <p>Recognize when</p>		
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			<p>writing or speaking.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L4: Determine or clarify the meaning of unknown and</p>	<p>standards 1–3 up to and including grades 9–10).</p> <p>W.9-10.6 Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.9 A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p>	<p>revising, editing, and rewriting are not enough, and I need to try a new approach.</p> <p>Identify technology (e.g., Word Publisher, PowerPoint, wiki, blog) that will help produce, publish, and update individual or shared writing products.</p> <p>Determine the most efficient technology medium to complete a writing task.</p> <p>Use technology to enhance a writing product by linking to other information and / or displaying information flexibly and dynamically.</p> <p>Determine textual evidence that supports analysis, reflection, and/ or</p>		
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			<p>multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an</p>	<p>W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.9-10.1 A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. C. Propel conversations by posing and responding to</p>	<p>research.</p> <p>Compose written responses and include textual evidence to strengthen analysis, reflection, and / or research.</p> <p>Recognize that different writing tasks (e.g., journal, reflection, research) require varied time frames to complete.</p> <p>Determine a writing format / style to fit my task, purpose, and/ or audience.</p> <p>Write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain / convey an experience).</p> <p>Create questions and locate key textual evidence</p>			
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			<p>unknown term important to comprehension or expression.</p>	<p>questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task,</p>	<p>to contribute to a discussion on a given topic, text, or issue.</p> <p>Work with peers to define the rules and roles necessary for collegial discussion and decision-making.</p> <p>Come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned exchange of ideas.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/ or the ideas of others to propel the discussion.</p>			
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				<p>purpose, and audience.</p> <p>SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> <p>L.9-10.1 B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2 A. Use a semicolon (and</p>	<p>Make relevant observations and use my ideas and comments to relate the current discussion to broader themes or ideas.</p> <p>Respond thoughtfully to diverse perspectives presented in a discussion, integrate them with my own when warranted (appropriate), and justify my own views based on evidence introduced by others.</p> <p>Define and identify various types of phrases and clauses.</p> <p>Use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing or</p>			
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				<p>perhaps a conjunctive adverb) to link two or more closely related independent clauses. C. Spell correctly.</p> <p>L.9-10.3 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4 A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>presentations.</p> <p>Determine when to capitalize words.</p> <p>Identify and explain when to use semicolons.</p> <p>Use a semicolon with a conjunctive adverb.</p> <p>Identify misspelled words and use resources to assist me in spelling correctly.</p> <p>Infer the meaning of unknown words using context clues.</p> <p>Recognize and define common affixes and roots.</p> <p>Break down unknown words into units of meaning to infer the definition of the unknown word.</p>			
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				<p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5 A. Interpret figures of speech (e.g.,</p>	<p>Use patterns of word changes to determine a word's meaning or parts of speech.</p> <p>Verify my inferred meaning of an unknown word, its part of speech, and/ or its etymology by consulting general and specialized reference materials.</p> <p>Define and identify various forms of figurative language.</p> <p>Interpret figures of speech and analyze their overall role in the text.</p> <p>Recognize word relationships and use the relationships to further understand multiple words.</p>			
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				<p>euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Recognize the difference between denotative meanings and connotative meanings.</p> <p>Analyze how certain words and phrases that have similar denotations can carry different nuances.</p> <p>Recognize the difference between general academic words and phrases and domain-specific words and phrases.</p> <p>Acquire and use college and career readiness level academic and domain-specific / phrases to demonstrate proficiency in reading, writing, speaking, and listening.</p>			
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					<p>Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.</p> <p>Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p>			
<p>MP 3 Unit 5: Research & Arg. Writing (4-6 weeks)</p>	<p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>Author's choice: Why does it matter?</p> <p>What do good writers do?</p> <p>Why write?</p> <p>What do good writers</p>	<p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p> <p>Effective readers use a variety of strategies to make sense of key ideas and details</p>	<p>R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions</p>	<p>RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2</p>	<p>Distinguish between literal language and figurative language.</p> <p>Recognize the difference between denotative meanings and connotative meanings.</p> <p>Analyze how specific word</p>	<p>Formative:</p> <ul style="list-style-type: none"> - Paraphrasing and quoting exercises - MLA formatting exercises - Group/partnered/whole class discussions - KWL charts - Class discussions - Worksheets/graphic organizers - Non-fiction 	<p>NJ.SS.6.3.12</p> <ul style="list-style-type: none"> - Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. - Collaboratively evaluate possible solutions to problems and conflicts that 	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written, and</p>

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	<p>do?</p> <p>“Cut and Paste:” What’s the problem?</p> <p>Making meaning from a variety of sources: What will help?</p> <p>Communicating clearly: What does it take?</p> <p>When a word doesn’t make sense, what can I do?</p> <p>In what ways does the creative choice impact the audience?</p> <p>Why do the rules of language matter?</p>	<p>presented in the text.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>Effective readers and writers use knowledge of the structure and</p>	<p>drawn from the text.</p> <p>R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R6: Assess how</p>	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.10 By the end of grade 9, read and</p>	<p>choices build on one another to create a cumulative impact on the overall meaning and tone of a text.</p> <p>Define points of view as how the author feels about the situation/topic of a text.</p> <p>Determine an author’s point of view and explain his/her purpose for writing the text.</p> <p>Identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose.</p> <p>Identify the side of an argument an author presents in a text.</p> <p>Determine the credibility of the author and his/her</p>	<p>analysis / close reading*</p> <ul style="list-style-type: none"> - Web-based research* -Source Notes (in progress)* - Peer review worksheets* - Research paper rough draft* - Reflections (written and discussions) -Teacher-Student conferences - Online Conferences via Google Docs -Literature Circles Discussion* -Journal writing to accompany independent reading* <p>Summative:</p> <ul style="list-style-type: none"> -CA5: Argumentative Research paper* - MLA/Research Quiz/Test* - Persuasion Analysis - Annotated Bibliography / Source Notes* - Generated thesis 	<p>arise in an interconnected world.</p> <ul style="list-style-type: none"> - Critically analyze information, make ethical judgments, and responsibly address controversial issues. - Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues. <p>NJ.SS.6.3.12 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that</p>	<p>multimedia communication in multiple formats and contexts.</p>
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		<p>context of language to acquire, clarify, and appropriately use vocabulary.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Effective communication of ideas when speaking or writing relies on</p>	<p>point of view or purpose shapes the content and style of a text.</p> <p>R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2 Determine a central idea of a</p>	<p>purpose.</p> <p>Identity claims that are supported by facts(s) and those that are opinions.</p> <p>Analyze how different documents address related themes and concepts.</p> <p>Determine how the time period and point of view of an author affects his/her perspective on a theme or concept that best fits my task, purpose, and audience.</p> <p>Identify the writing style that best fits my task, purpose, and audience.</p> <p>Use organizational/formatting structures to develop my writing ideas.</p>	<p>statements*</p> <ul style="list-style-type: none"> - Quizzes - Works Cited Page* - Non-fiction analysis / close reading -Vocab. Quizzes -Grammar Quizzes 	<p>are inherent in living in an interconnected world.</p> <p>NJ.ET.8.1E Students apply digital tools to gather, evaluate, and use information.</p> <p>NJ.ET.8.1F Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	
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		<p>the appropriate use of the conventions of language.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the</p>	<p>Identify technology that will assist in the production, publication, and updating of shared writing products.</p> <p>Define research and distinguish how research differs from other types of writing.</p> <p>Choose several sources and synthesize information to answer my research inquiry.</p> <p>Demonstrate understanding of the subject under investigation.</p> <p>Focus research around a problem to be solved, a central question that is provided, or a self-generated question.</p> <p>Analyze</p>			
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			<p>W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p>RI.9-10.7 Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia),</p>	<p>substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society.</p> <p>Choose a side of the argument and identify claims that support my choice and claims that oppose my choice.</p> <p>Determine the credibility of a source (who wrote it, when it was written, and why it was written) and the accuracy of the details presented in the source.</p> <p>Present my argument in a formal style that includes an introduction, supporting details with transitions that create cohesion and clarify</p>		
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			<p>SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL6: Adapt speech to a variety of contexts and communicative tasks,</p>	<p>determining which details are emphasized in each account.</p> <p>RI.9-10.8 Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>W.9-10.1 Write arguments to</p>	<p>relationships, and provide a concluding statement/section that supports my argument.</p> <p>Select a topic and identify and gather relevant information (e.g., well-chosen facts, extended definitions, concrete details, quotations, examples) to share with my audience.</p> <p>Define and identify parallel structures.</p> <p>Recognize when I have not used parallel structure in my writing.</p> <p>Use parallel structure correctly in my writing.</p> <p>Define and identify various types of phrases and clauses.</p>		
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			<p>demonstrating command of formal English when indicated or appropriate.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for</p>	<p>support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that</p>	<p>Use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p>Determine when to capitalize words.</p> <p>Identify and explain when to use semicolons.</p> <p>Use a semicolon with a conjunctive adverb.</p> <p>Identify and explain when to use a colon to introduce a list.</p> <p>Identify misspelled words and use resources to assist me in spelling correctly.</p> <p>Determine a speaker's point of view as how the speaker feels</p>			
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			<p>meaning or style, and to comprehend more fully when reading or listening.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>anticipates the audience's knowledge level and concerns.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding</p>	<p>about the situation/topic being presented.</p> <p>Identify when a speaker uses evidence and/or rhetoric and analyze how these techniques strengthen his/her point of view or purpose.</p> <p>Apply the guidelines of the MLA style manual to written and edited work.</p> <p>Recognize and define common affixes and roots.</p> <p>Break down unknown words into units of meaning to infer the definition of the unknown word.</p> <p>Use patterns of word changes to determine a word's meaning or part of speech.</p>			
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			<p>L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>paragraph or section that supports the argument presented.</p> <p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing</p>	<p>Verify my inferred meaning of an unknown word, its part of speech and/or its etymology by consulting general and specialized reference materials.</p> <p>Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p> <p>Acquire and use college and career readiness level academic and domain-specific words/ phrases to demonstrate proficiency in reading, writing, speaking, and listening.</p>			
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				<p>for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10).</p> <p>W.9-10.6 Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;</p>				
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				<p>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.9-10.10 Write routinely over extended time frames (time for</p>				
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				<p>research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.9-10.1 A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of</p>				
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				<p>alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>				
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				<p>SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb,</p>				
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				<p>adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.</p>				
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				<p>L.9-10.3 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4 A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical;</p>				
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				<p>advocate, advocacy).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar</p>				
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				denotations. L.9-10.6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
MP 3 Unit 6: Poetry (4-6 weeks)	<p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>Author's choice: Why does it matter?</p> <p>What do good writers do?</p> <p>"Cut and Paste:" What's</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze</p>	R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to	RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	<p>Read closely and find answers explicitly in the text and answers that require inference.</p> <p>Define inference and explain how a reader uses textual evidence to reach a logical conclusion.</p>	Formative: -Film Study Packet (pre/post viewing) - Class Discussions - Small Group Collaboration - Written Reflections - Recitations - Poem Annotations - Graphic	NJ.ET.8.1E Students apply digital tools to gather, evaluate, and use information. NJ.ET.8.1F Students use critical thinking skills to plan and conduct research, manage projects, solve problems,	CRP8 Utilize critical thinking to make sense of problems and persevere in solving them. CRP11 Use technology to enhance productivity. 9.3.12.ED.2 Demonstrate

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	<p>the problem?</p> <p>Making meaning from a variety of sources: What will help?</p> <p>Why do the rules of language matter?</p> <p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p> <p>In what ways does the creative choice impact the audience?</p>	<p>and evaluate content, reasoning, and claims in diverse formats.</p> <p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p> <p>Writing should be purposely focused, detailed,</p>	<p>support conclusions drawn from the text.</p> <p>R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>R6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>R7: Integrate and evaluate</p>	<p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5</p>	<p>Determine how specific details in the text reveal and continually refine a theme.</p> <p>Compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p>Define and identify various forms of figurative language.</p> <p>Distinguish between literal language and figurative language.</p> <p>Recognize the difference between denotative and connotative meanings.</p> <p>Analyze why authors choose specific words to evoke a particular</p>	<p>Organizers -Web-based / Library Research (Poet Focus Paper) -Annotated Bibliography / Source Notes -Rough Draft (Poet Focus Paper) -Peer Revision via Google Docs -Rough Draft of Original Extended Metaphor Poem</p> <p>Summative: -CA6: Poetry Test* -Original Extended Metaphor Poem* -Vocabulary Quizzes -Grammar quizzes</p>	<p>and make informed decisions using appropriate digital tools and resources.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	<p>effective oral, written, and multimedia communication in multiple formats and contexts.</p>
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		<p>organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or</p>	<p>content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>W3: Write narratives to develop real or imagined experiences or</p>	<p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>RL.9-10.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural</p>	<p>meaning or tone.</p> <p>Analyze how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of a text.</p> <p>Identify different literary text structures.</p> <p>Analyze a text and determine why an author chose to present his/her text using a particular structure.</p> <p>Analyze how an author’s choice of text structure creates such effects as mystery, tension, or surprise.</p> <p>Identify a subject or a key scene that is portrayed in two different artistic mediums.</p>			
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		listening.	<p>events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>RI.9-10.1 Accurately cite</p>	<p>Determine what is emphasized or absent in each artistic medium.</p> <p>Analyze how authors interpret and transform themes, events, topics, etc. from source material.</p> <p>Critique various works that have drawn on or transformed the same source material and explain the varied interpretations of different authors.</p> <p>Determine an author's point of view and explain his/her purpose for writing the text.</p> <p>Define point of view as how the author feels about the situation/topic of a text.</p> <p>Closely read complex grade level texts.</p>			
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			<p>W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W9: Draw evidence from literary or informational texts to support analysis,</p>	<p>strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2 Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read</p>	<p>Use reading strategies to help me understand difficult complex text.</p> <p>Select a topic and identify and gather relevant information to share with my audience.</p> <p>Define common organizational/formatting structures and determine the structure(s) that will allow me to organize my complex ideas best.</p> <p>Present my information to maintain an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement/section</p>			
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			<p>reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL2: Integrate and evaluate information presented in diverse media</p>	<p>and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</p> <p>B. Develop the topic with</p>	<p>that supports information presented.</p> <p>Identify the writing style that best fits my task, purpose, and audience.</p> <p>Use organizational/formatting structures to develop my writing ideas.</p> <p>Identify technology that will assist in the production, publication, and updating of shared writing products.</p> <p>Use descriptive words and phrases that reveal details, appeal to the senses, and help convey a vivid picture of the experiences, events, setting, and / or characters.</p>			
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			<p>and formats, including visually, quantitatively, and orally.</p> <p>SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and</p>	<p>Write a logical conclusion that provides a sense of closure.</p> <p>Define research and distinguish how research differs from other types of writing.</p> <p>Choose several sources and synthesize information to answer my research inquiry.</p> <p>Demonstrate understanding of the subject under investigation.</p> <p>Focus research around a problem to be solved, a central question that is provided, or a self-generated question.</p> <p>Make relevant observations and use my ideas and comments to relate the current</p>			
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			<p>L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)</p>	<p>discussion to broader themes or ideas.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to propel discussion.</p> <p>Identify various reasons for speaking.</p> <p>Define and identify parallel structures.</p> <p>Recognize when I have not used parallel structure in my writing.</p> <p>Use parallel structure correctly in my writing.</p> <p>Define and identify various</p>		
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			<p>L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete and comprehensive piece. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.9-10.4 Produce clear and coherent</p>	<p>types of phrases and clauses. Use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing and presentations. Identify and explain when to use semicolons. Use a semicolon with a conjunctive adverb. Identify misspelled words and use resources to assist me in spelling correctly. Infer the meaning of unknown words using context clues. Use patterns of word changes to determine a word's meaning or part of speech.</p>			
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			<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10).</p>	<p>Recognize and define common affixes and roots.</p> <p>Define and identify various forms of figurative language.</p> <p>Analyze how certain words and phrases that have similar denotations can carry different nuances.</p> <p>Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.</p> <p>Gather vocabulary knowledge independently when considering a word or phrase important to</p>			
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				<p>W.9-10.6 Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	comprehension or expression.			
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				<p>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.9-10.9 A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats</p>				
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				<p>a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>B. Apply grades 9–10 Reading standards to nonfiction informational (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>				
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				<p>SL.9-10.1 A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various</p>				
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				<p>perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure. B. Use various types of phrases</p>				
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				<p>(noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.</p>				
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				<p>L.9-10.3 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4 A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis,</p>				
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				<p>analytical; advocate, advocacy). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5 A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words</p>				
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				with similar denotations. L.9-10.6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
MP 4 Unit 7: Sonnets (1-2 weeks)	What do good readers do? Am I clear about what I just read? How do I know? Author's choice: Why does it matter? What do good writers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in the text. To gain keener insight into the integration of knowledge and ideas, effective	R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or	RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves	Read closely and find answers explicitly in the text and answers that require inference. Define inference and explain how a reader uses textual evidence to reach a logical conclusion.	Formative: - Class Discussions - Small Group Collaboration - Written Reflections - Recitations - Sonnet Annotations - Graphic Organizers for planning original	NJ.SS.6.2.12.2 Ideas developed during the Renaissance, Scientific Revolution, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.	CRP8 Utilize critical thinking to make sense of problems and persevere in solving them CRP11 Use technology to enhance productivity. 9.3.12.ED.2

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<p>Why do the rules of language matter?</p> <p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p> <p>In what ways does the creative choice impact the audience?</p>	<p>readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p> <p>Writing should be purposely</p>	<p>speaking to support conclusions drawn from the text.</p> <p>R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>R6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>R7: Integrate</p>	<p>matters uncertain.</p> <p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>Determine how specific details in the text reveal and continually refine a theme.</p> <p>Compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p>Define and identify various forms of figurative language.</p> <p>Distinguish between literal language and figurative language.</p> <p>Recognize the difference between denotative and connotative meanings.</p> <p>Analyze why authors choose specific words to</p>	<p>sonnets -Rough Draft of Original Sonnet</p> <p>Summative: -CA7: Poet Focus Paper* -Original Sonnet* -Sonnet Test * -Vocabulary Quizzes -Grammar quizzes</p>	<p>NJ.ET.8.1F Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	<p>Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts.</p>
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		<p>focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when</p>	<p>and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>W3: Write narratives to develop real or imagined</p>	<p>RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on</p>	<p>evoke a particular meaning or tone.</p> <p>Analyze how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of a text.</p> <p>Identify different literary text structures.</p> <p>Analyze a text and determine why an author chose to present his/her text using a particular structure.</p> <p>Explain how the point of view or cultural experience found in various works of world literature differs from works of literature written in the United States.</p> <p>Analyze how</p>			
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		reading or listening.	<p>experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate</p>	<p>and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>W.9-10.3 Write narratives to develop real or imagined experiences or events using</p>	<p>authors interpret and transform themes, events, topics, etc. from source material.</p> <p>Critique various works that have drawn on or transformed the same source material and explain the varied interpretations of different authors.</p> <p>Determine an author's point of view and explain his/her purpose for writing the text.</p> <p>Define point of view as how the author feels about the situation/topic of a text.</p> <p>Closely read complex grade level texts.</p> <p>Use reading strategies to help me understand difficult complex text.</p>			
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			<p>with others.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their</p>	<p>effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete and comprehensive piece.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting,</p>	<p>Define common organizational/for matting structures and determine the structure(s) that will allow me to organize my complex ideas best.</p> <p>Use organizational/ formatting structures to develop my writing ideas.</p> <p>Identify technology that will assist in the production, publication, and updating of shared writing products.</p> <p>Use descriptive words and phrases that reveal details, appeal to the senses, and help convey a vivid picture of the experiences, events, setting, and / or</p>			
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			<p>own clearly and persuasively.</p> <p>SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L3: Apply knowledge of</p>	<p>and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA</p>	<p>characters.</p> <p>Write a logical conclusion that provides a sense of closure.</p> <p>Make relevant observations and use my ideas and comments to relate the current discussion to broader themes or ideas.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to propel discussion.</p> <p>Identify various reasons for speaking.</p> <p>Define and identify various types of phrases and clauses.</p>			
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			<p>language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10).</p> <p>W.9-10.6 Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a</p>	<p>Use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing and presentations.</p> <p>Identify and explain when to use semicolons.</p> <p>Identify misspelled words and use resources to assist me in spelling correctly.</p> <p>Infer the meaning of unknown words using context clues.</p> <p>Use patterns of word changes to determine a word’s meaning or part of speech.</p> <p>Recognize and define common affixes and roots.</p> <p>Define and identify various forms of</p>		
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			<p>L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style</p>	<p>figurative language.</p> <p>Analyze how certain words and phrases that have similar denotations can carry different nuances.</p> <p>Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.</p> <p>Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p>		
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				<p>Manuals).</p> <p>W.9-10.9 Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single</p>				
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				<p>sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,</p>				
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				<p>well-reasoned exchange of ideas.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of</p>				
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				<p>formal English. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2 Demonstrate command of the conventions of</p>				
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				<p>standard English capitalization, punctuation, and spelling when writing. C. Spell correctly.</p> <p>L.9-10.3 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. A. Use context</p>				
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				<p>(e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a</p>				
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				<p>word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career</p>				
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				readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
MP 4 Unit 8: Romeo and Juliet (4-6 weeks)	<p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>Author’s choice: Why does it matter?</p> <p>What makes a story a “great” story?</p> <p>What do good writers do?</p> <p>Why do the rules of language matter?</p> <p>When a word doesn’t make sense, what can I do?</p> <p>How do I use what I know to figure out what I don’t know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Students who are college and career ready read and interpret a variety of complex texts with confidence and</p>	<p>R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting</p>	<p>RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and</p>	<p>Read closely and find answers explicitly in the text and answers that require inference.</p> <p>Define inference and explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>Determine how specific details in the text reveal and continually refine a theme.</p> <p>Compose an objective summary stating the key points of the text without adding my own opinions or</p>	<p>Formative:</p> <ul style="list-style-type: none"> - Dramatic Readings - Term Identification - Study Guides (“Survival Guides”) - Whole class and small group discussion <p>Summative:</p> <ul style="list-style-type: none"> -CA8: Act III, IV, V test (<i>Romeo and Juliet</i>)* -Shakespeare’s Life and Times Documentary Quiz (A & E Documentary) -Act I Quiz (+ vocab.) -Act II Quiz (+ vocab.) -Act III Quiz (+ vocab.) 	<p>NJ.SS.6.2.12.2 Ideas developed during the Renaissance, Scientific Revolution, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.</p> <p>NJ.SS.6.1.12.5 Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military</p>	<p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>9.3.12.ED.3 Use critical thinking to process educational communications, perspective, policies, and/or procedures.</p>

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	<p>In what ways does the creative choice impact the audience?</p>	<p>independence.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and</p>	<p>details and ideas.</p> <p>R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>R6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>R7: Integrate and evaluate content presented in diverse media and formats, including</p>	<p>provide an objective summary of the text.</p> <p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>feelings.</p> <p>Identify and explain the role of complex characters in a text.</p> <p>Analyze how complex characters develop over the course of a text.</p> <p>Analyze how complex characters advance the plot of a text and/or contribute to the development of the theme.</p> <p>Define and identify various forms of figurative language.</p> <p>Recognize the difference between denotative and connotative meanings.</p> <p>Identify different literary text</p>	<p>-"True Colors" Character Analysis Project* -Grammar quizzes</p>	<p>confrontations and violations of human rights.</p> <p>NJ.SS.6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.</p> <p>NJ.VPA.1.1.12.C.1 Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	
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		<p>is strengthened through revision and technology.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>visually and quantitatively, as well as in words.</p> <p>R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each</p>	<p>structures.</p> <p>Analyze and determine why an author organized events in particular order.</p> <p>Analyze how an author’s choice of text structure creates such effects as mystery, tension, or surprise.</p> <p>Explain how the point of view or cultural experience found in various works of world literature differs from works written in the United States.</p> <p>Identify a subject or a key scene that is portrayed in two different artistic mediums.</p> <p>Determine what is emphasized or absent in each artistic medium.</p> <p>Determine an</p>		
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			<p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and</p>	<p>work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p> <p>RL.9-10.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or</p>	<p>author's point of view and explain his/her purpose for writing the text.</p> <p>Define point of view as how the author feels about the situation/topic of a text.</p> <p>Identify various accounts of the same subject that are presented in different mediums.</p> <p>Evaluate the advantages and disadvantages of presenting a subject in different mediums.</p> <p>Select a topic and identify and gather relevant information to share with my audience.</p> <p>Make relevant observations and use my ideas and comments to</p>		
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			<p>persuasively.</p> <p>SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific</p>	<p>relate the current discussion to broader themes or ideas.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to propel discussion.</p> <p>Identify various reasons for speaking.</p> <p>Use a semicolon with a conjunctive adverb.</p> <p>Use a colon to introduce a list.</p> <p>Identify misspelled words and use resources to assist me in spelling correctly</p> <p>Use appropriate</p>		
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			<p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L6: Acquire and use accurately a range of general academic and domain-specific words and phrases</p>	<p>expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.6 Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.9 A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws</p>	<p>phrases and clauses to convey specific meaning and add variety and interest to writing and presentations.</p> <p>Infer the meaning of unknown words using context clues.</p> <p>Use patterns of word changes to determine a word’s meaning or part of speech.</p> <p>Define and identify various forms of figurative language.</p> <p>Analyze how certain words and phrases that have similar denotations can carry different nuances.</p> <p>Consider vocabulary knowledge including denotation,</p>			
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			<p>sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>on a play by Shakespeare]”).</p> <p>W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.9-10.1 A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. C. Propel conversations by</p>	<p>nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.</p> <p>Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p>			
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				<p>posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3</p>				
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				<p>for specific expectations.</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization,</p>				
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				<p>punctuation, and spelling when writing.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p> <p>L.9-10.3 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4</p> <p>A. Use context (e.g., the overall</p>				
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				<p>meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase</p>				
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				<p>(e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5 A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase</p>				
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				important to comprehension or expression.				
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