

Hillsborough Township Public Schools
Grade 9 - 12
Transitional English

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	NJSLSA	Progress Indicators	Learning Targets	Assessments	Interdisciplin ary Connections	21 st Century Connections
MP I: Elements of Text	<p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</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>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</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>Reading NJSLSA.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 NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word</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. 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. 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</p>	<p>SWBAT: Use numerous strategies to aid in reading comprehension and fluency</p> <p>Communicate clearly about what they have read</p> <p>Respond to both literature and nonfiction both reflectively(informally) and analytically (formally)</p> <p>Define and use new words</p> <p>Identify and use in writing English conventions including all parts of speech, complete sentences, and phrases.</p> <p>Discuss and collaborate with peers during and after reading to monitor their comprehension.</p>	<p>written conversations, annotations, reviews, summaries</p> <p>worksheets/ practice exercises</p> <p>SCRS journals</p> <p>quizzes</p> <p>unit end cold read assessment</p>	<p>NJSLS 6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation</p> <p>6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture</p> <p>6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them CRP12. Work</p>

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<p>what I don't know?</p> <p>What makes me a strong collaborator?</p> <p>How can I present my ideas clearly?</p> <p>How can I best demonstrate my knowledge of language?</p>	<p>focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Collaborators observe social norms and personal responsibility during group work and discussions.</p> <p>Successful presentations use clear speech, neat visual aids, and through knowledge of material.</p> <p>Knowledge of language conventions come across through sophisticated and specific vocabulary, varied sentence structure, and</p>	<p>choices shape meaning or tone. NJLSA.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 NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. Writing NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning</p>	<p>specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. RL.9-10.10. 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. 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</p>				<p>on individuals and nations. 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.</p>	<p>productively in teams while using cultural global competence.</p>
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		correct usage.	<p>and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>NJSLSA.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,</p>	<p>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.9-10.5. 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). 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.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development,</p>				
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			<p>purposes, and audiences.</p> <p>Speaking and Listening NJSLSA.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>Language NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and</p>	<p>organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, 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. W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and</p>				
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			spelling when writing. NJLSA.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. NJLSA. 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	dynamically. 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. Speaking and Listening 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				
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			<p>appropriate. NJLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJLSA.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>larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</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 formal English.</p> <p>Language L.9-10.4. Determine or</p>				
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				clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise				
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				<p>meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.</p>				
<p>MP II Choices</p>	<p>What do good readers do? Am I clear about what I just read? How do I know? What do good</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text. Analyzing texts for structure,</p>	<p>Reading NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from</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</p>	<p>Monitor their reading of a major text by annotating and answering comprehension questions. Participate in text-dependent discussions Draw conclusions based on what a text says and what it does not explicitly state.</p>	<p>Reading logs/ annotations evidence of strategies class discussions/ literature circles worksheets/</p>	<p>6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression. B. Geography,</p>	<p>CRP4 Communicate clearly and effectively and with reason. CRP11 Use technology to enhance</p>

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<p>writers do?</p> <p>What's my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</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>What makes me a strong collaborator?</p> <p>How can I present my ideas clearly?</p> <p>How can I best demonstrate</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>Collaborators observe social norms and personal responsibility during group</p>	<p>it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.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>NJSLSA.R5. Analyze the structure of texts,</p>	<p>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. 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</p>	<p>Analyze a character's choices throughout a text, stating motivations for and consequences of that choice.</p> <p>Complete all parts of the writing process in a formal, multi-paragraph essay.</p> <p>Practice using vocabulary strategies to decipher unknown words or words being used with a different connotation than usual.</p> <p>Practice using clear Standard English conventions in writing and speech.</p> <p>Give constructive feedback in class discussions and peer review.</p>	<p>practice exercises</p> <p>quizzes</p> <p>SCRs</p> <p>Expository essay</p> <p>Unit end test</p>	<p>People, and the Environment</p> <p>6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression</p> <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.D.14.e</p>	<p>productivity.</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</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</p>
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	<p>my knowledge of language?</p>	<p>work and discussions.</p> <p>Successful presentations use clear speech, neat visual aids, and through knowledge of material.</p> <p>Knowledge of language conventions come across through sophisticated and specific vocabulary, varied sentence structure, and correct usage.</p>	<p>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>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.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>NJSLSA.R10. Read and comprehend complex literary and informational texts</p>	<p>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.9-10.6. 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.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding</p>			<p>Evaluate the role 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.6.3.12 Active Citizenship in</p>	<p>enhance professional education and training practice.</p> <p>9.3.12.ED.1 1 Demonstrate group management skills that enhance professional education and training practice.</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CRP.6 Demonstrate creativity and innovation.</p> <p>CRP8 Utilize critical</p>
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			<p>independently and proficiently with scaffolding as needed.</p> <p>Writing NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJLSA.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>NJLSA.W4. Produce clear and coherent writing</p>	<p>as needed.</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.9-10.5. 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.9-10.8. Describe and evaluate the</p>			<p>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>thinking to make sense of problems and persevere in solving them.</p>
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			<p>in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>NJSLSA.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</p> <p>NJSLSA.L1. Demonstrate command of the</p>	<p>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.9-10.9. 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, 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>				
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			<p>conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.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>NJSLSA.L4. Determine or clarify the meaning of</p>	<p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.</p> <p>Writing</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. 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,</p>				
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			<p>unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. NJSLSA.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</p>	<p>extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a 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. F. Provide a concluding paragraph or section that supports the</p>				
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			<p>level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>information or explanation presented (e.g., articulating implications or the significance of the topic). W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, 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. W.9-10.6. Use technology, including</p>				
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				<p>the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</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>Speaking and Listening</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>				
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				<p>purpose, and audience. 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. SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. Language L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to</p>				
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				<p>the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships,</p>				
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				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.				
MP III: Argumentation and Persuasion	<p>What do good readers do?</p> <p>How can I comprehend an author's purpose and argument?</p> <p>Why does author's choice matter?</p> <p>How can I include the words and ideas of others in my own writing?</p> <p>How can I use technology to strengthen my writing?</p>	<p>Effective readers use a variety of strategies to make sense of the ideas and details presented in a text.</p> <p>Readers interpret an author's purpose and argument by looking closely at text structure, and details, and usage of language.</p> <p>An author's choices impact the reader and influence his/her comprehension. Integrating quotes from other</p>	Reading NJLSA.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 NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the	<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>RI.9-10.4. Determine the meaning of words</p>	<p>Use a variety of strategies to read and comprehend nonfiction reading</p> <p>Analyze an author's position and argument</p> <p>Use technology to search for and evaluate sources for research essay</p> <p>Integrate research into composition</p> <p>Use MLA format correctly, avoiding plagiarism.</p> <p>Participate in the full writing process</p> <p>Present research orally</p>	<p>evidence of reading strategies</p> <p>annotated bibliography</p> <p>research organizer</p> <p>research essay final draft</p> <p>worksheets/ practice exercises</p> <p>quizzes</p> <p>SCRs</p> <p>research presentations</p>	<p>NJ.SS.6.3.12 - 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 arise in an interconnected world. - Critically analyze information,</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>

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<p>What makes me a strong collaborator?</p> <p>How can I present my ideas clearly?</p> <p>How can I best demonstrate my knowledge of language?</p>	<p>sources is accomplished using careful source evaluation and MLA guidelines.</p> <p>Searching for and evaluating sources, word processing, and giving/ receiving criticism is made easier using technology.</p> <p>Collaborators observe social norms and personal responsibility during group work and discussions.</p> <p>Successful presentations use clear speech, neat visual aids, and through knowledge of material.</p> <p>Knowledge of</p>	<p>course of a text NJLSA.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. NJLSA.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 NJLSA.R6. Assess how point of view or purpose shapes the content and</p>	<p>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). 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). 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. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade</p>			<p>make ethical judgments, and responsibly address controversial issues.</p> <p>- Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.</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</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>language conventions come across through sophisticated and specific vocabulary, varied sentence structure, and correct usage.</p>	<p>style of a text. NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. 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>level text-complexity above with scaffolding as needed. Writing W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims 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</p>			<p>collaboratively to address the challenges that 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>	
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			<p>needed.</p> <p>Writing NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>NJLSA.W6. Use technology, including the</p>	<p>manner that anticipates the audience's knowledge level and concerns. 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. 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. E. Provide a concluding paragraph or section that supports the argument presented.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development,</p>				
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			<p>Internet, to produce and publish writing and to interact and collaborate with others NJLSA.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. NJLSA.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. NJLSA.W9. Draw evidence</p>	<p>organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, 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. W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information</p>				
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			<p>from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.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</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of</p>	<p>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 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</p>				
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			<p>standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.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>NJSLSA. 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</p>	<p>format for citation (MLA or APA Style Manuals).</p> <p>W.9-10.9.. 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>Speaking and Listening</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly,</p>				
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			<p>specialized reference materials, as appropriate. NJLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. NJLSA.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</p>	<p>concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. 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. SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. Language L.9-10.1.. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun,</p>				
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			expression.	<p>relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</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.</p> <p>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.,</p>				
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				<p>dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.</p>				
<p>MP IV: The Hero</p>	<p>What do good readers do?</p>	<p>Effective readers use a variety of strategies to make</p>	<p>Reading NJLSA.R1. Read closely to</p>	<p>RL.9-10.1. Cite strong and thorough textual evidence and make</p>	<p>Identify and interpret figurative language and text conventions to</p>	<p>Evidence of reading strategies/</p>	<p>6.2.8.D.3.e Determine the extent to</p>	<p>CRP2 Apply appropriate academic</p>

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<p>What do good writers do?</p> <p>How can I compare themes in more than one work of fiction?</p> <p>What makes me a strong collaborator?</p> <p>How can I present my ideas clearly?</p> <p>How can I best demonstrate my knowledge of language?</p>	<p>sense of key ideas and details presented in the text.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>Successful writers focus their arguments, support their claims, and create lasting images and themes for their readers.</p> <p>Readers and writers use a number of strategies to bring texts into dialogue with each other.</p> <p>Collaborators observe social</p>	<p>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>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text</p> <p>NJSLSA.R4. Interpret words and phrases as</p>	<p>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. 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,</p>	<p>comprehend epic poem</p> <p>Analyze character development of the hero</p> <p>Practice reading fluency</p> <p>Gather and present information on someone who fits the hero's journey</p> <p>Use vocabulary strategies to define new words or new ways of using words</p> <p>Write fluently using the conventions of Standard English</p> <p>Compare the concept of hero over several works and sources</p>	<p>annotations</p> <p>presentations</p> <p>class discussions</p> <p>SCRs</p> <p>worksheets/ practice exercises</p> <p>Unit end test</p> <p>hero's journey presentation</p>	<p>which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p>	<p>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>norms and personal responsibility during group work and discussions.</p> <p>Successful presentations use clear speech, neat visual aids, and through knowledge of material.</p> <p>Knowledge of language conventions come across through sophisticated and specific vocabulary, varied sentence structure, and correct usage.</p>	<p>they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJLSA.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 NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p>	<p>including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise). RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. RL.9-10.10. By the</p>				
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			<p>NJSLSA.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>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Writing</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W3. Write narratives</p>	<p>end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.</p> <p>Writing</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. 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</p>				
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			<p>to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach NJLSA.W10. Write routinely over extended time frames (time for research,</p>	<p>smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 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. W.9-10.4. Produce clear and coherent writing in which the development, organization, and style</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>Speaking and Listening NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.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</p>	<p>are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, 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. W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>				
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			<p>task, purpose, and audience.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Language</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L3. Apply knowledge of language to</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>Speaking and Listening</p> <p>SL.9-10.1. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively</p>				
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			<p>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>NJSLSA. 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>NJSLSA.L5. Demonstrate understanding of word</p>	<p>incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</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 formal English.</p> <p>Language L.9-10.1.. A. Use parallel structure. B.</p>				
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			<p>relationships and nuances in word meanings. NJLSA.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>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. L.9-10.3.. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in</p>				
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				<p>a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5. Demonstrate understanding of figurative language,</p>				
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				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.				
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