

Hillsborough Township Public Schools
Grade 9
English I

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative *Required	Inter-disciplinary Connections	21 st Century Connections
Unit I: Ancient Traditions 8 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 researchers do?</p> <p>“Cut and</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</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 research presents an answer</p>	<p>RL.9-10.1: Read closely what the text says explicitly and to make logical inferences.</p> <p>RL.9-10.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.9-10.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.9-10.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.9-10.1: Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>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 a theme.</p> <p>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>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>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 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>Formative:</p> <ul style="list-style-type: none"> -Close-reading -Textual annotations -Group discussions* -Web-research -Pre-assessments -Readings on narrative writing -Collaborative learning groups -Peer reading and editing* -Narrative/ Descriptive techniques review sheet -All stages of the writing process* -Prewriting graphic organizer * <p>Summative:</p> <ul style="list-style-type: none"> -Drafting and final essay submission (narrative)* -Tests and quizzes 	<p>6.2.8: Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.</p> <p>6.2.12: The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict</p>	<p>9.1.12. A.1: Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning environment</p> <p>9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>

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<p>Paste:?"</p> <p>What's the problem?</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:</p> <p>What will help?</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly:</p> <p>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</p>	<p>to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</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>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify,</p>	<p>evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.9-10.5: 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>RI. 9-10.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.4: Produce</p>	<p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>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 and/ or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/ or characters.</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and/ or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</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 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 that strongly and thoroughly support both explicit and</p>		among nations.	

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know?	and appropriately use vocabulary.	<p>clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.9-10.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.10: Write routinely over extended time frames and shorter</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose and audience.</p> <p>Use technology, including the Internet, to produce and publish, 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>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by</p>	<p>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 text.</p> <p>Define narrative and describe the basic parts of plot.</p> <p>Use narrative techniques to develop experiences, events, setting, and/or characters.</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</p>			

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		<p>time frames for a range of tasks, purposes, and audiences.</p> <p>SL.9-10.1: 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>L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.4:</p>	<p>referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternative views), clear goals and deadlines, and individual roles as needed.</p> <p>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>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>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 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>			

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		<p>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>L.9-10.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.9-10.6: 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</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.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>Use context as a clue to the meaning of a word or phrase.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>Consult general and specified reference materials, 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>Verify the preliminary determination of the meaning of a word or phrase.</p>	<p>Recognize when 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 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>			

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		<p>encountering an unknown term important to comprehension or expression.</p>	<p>Interpret figures of speech in context and analyze their role in the text.</p> <p>Analyze nuances in the meaning of words with similar denotations.</p> <p>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>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 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> <p>Make relevant observations and use my ideas and comments to relate the</p>			

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				<p>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 presentations.</p> <p>Determine when to capitalize words.</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</p>			

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				<p>the definition of the unknown word.</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> <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</p>			

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				<p>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> <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>			
Unit II: Convictions 8 weeks							
<p>Author's choice: Why does it matter?</p> <p>In what ways does the creative</p>	<p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding</p>	<p>RI.9-10.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and</p>	<p>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</p>	<p>Distinguish between literal language and figurative language.</p> <p>Recognize the difference between denotative meanings and connotative meanings.</p>	<p>Formative: -Paraphrasing and quoting exercises -MLA formatting exercises -Group/ partnered /whole class discussions*</p>	<p>6.3.12: Determine the credibility and value of information, while also considering context, point</p>	<p>9.1.12. A.1: Apply critical thinking and problem-solving strategies during structured</p>

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<p>choice impact the audience?</p> <p>What's my purpose and how do I develop it?</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>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader</p>	<p>figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RI.9-10.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.9-10.8: 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.</p> <p>RI.9.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>W.9-10.1: Write arguments to support claims in an analysis of substantive topics</p>	<p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>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>By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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>Develop claim(s) and</p>	<p>Analyze how specific word 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 purpose.</p> <p>Identify 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</p>	<p>-KWL charts -Terminology identification* -Class discussions* -Worksheets/ graphic organizers -Tests and quizzes* -Non-fiction analysis / close reading* -Web-based research* -Peer review worksheets* -Generated thesis statements -Annotated bibliography* -Research rough draft*</p> <p>Summative: -Research paper* -Quizzes and tests*</p>	<p>of view, and multiple perspectives.</p> <p>Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.</p> <p>Critically analyze information, 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>learning experiences.</p> <p>9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.</p> <p>9.1.12.D.1: Interpret spoken and written communication within the appropriate cultural context</p> <p>9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>

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		<p>or texts, using valid reasoning and relevant and sufficient evidence.</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.</p> <p>W.9-10.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.9-10.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other</p>	<p>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>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 substantive</p>			

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		<p>SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or</p>	<p>information and to display information flexibly and dynamically.</p> <p>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>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing and</p>	<p>(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 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 various types of phrases and clauses.</p>			

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		<p>style, and to comprehend more fully when reading or listening.</p> <p>L.9-10.4: 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>L.9-10.6: 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>presentations.</p> <p>Spell correctly.</p> <p>Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on content, choosing flexibility from a range of strategies.</p> <p>Write and edit work so that it conforms to the guidelines in a style manual (MLA) appropriate for the discipline and writing type.</p> <p>Use context as a clue to the meaning of a word or phrase.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>Consult general and specified reference materials, 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>Verify the preliminary determination of the meaning of a word or phrase.</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 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 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</p>			

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		unknown term important to comprehension or expression.	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>changes to determine a word's meaning or part 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>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>			
Unit III: Renaissance Experiences 8 weeks							
Am I clear about what I just read? How do I know? What makes a story a	Effective readers use a variety of strategies to make sense of key ideas and details presented in text. Analyzing text for	RL.9-10.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in	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	Formative: - Student presentations of the texts -Term Identification -Journals -Group feedback forms	6.2.12: Ideas developed during the Renaissance, Scientific Revolution, and Enlightenment	9.1.12. E.1: Create messages for different purposes and audiences with sensitivity to cultural, gender,

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<p>“great” story?</p> <p>Author’s choice: Why does it matter?</p> <p>In what ways does creative choice impact an audience?</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>What makes a presentation “great”?</p> <p>Why do the rules of language matter?</p>	<p>structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</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>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Comprehension is enhanced through a collaborative</p>	<p>evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.9-10.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.9-10.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.9-10.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how</p>	<p>detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot to develop the theme.</p> <p>Determine the meaning of words or 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.</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.</p> <p>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>Analyze the representation of a subject or a key scene in two different artistic mediums,</p>	<p>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 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 structures.</p> <p>Analyze and determine why an author organized events in</p>	<p>-Pre-writing -Self-evaluation of writing</p> <p>Summative: - Tests and quizzes -Presentation Project -Informative/ Expository Essay</p>	<p>led to political, economic, and cultural changes that have had a lasting impact.</p> <p>6.1.12: 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>and age diversity, using various digital media outlets.</p> <p>9.1.12. A.1: Apply critical thinking and problem solving strategies during structured learning experiences.</p> <p>9.1.12. C.5: Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p>

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	<p>process of sharing and evaluating ideas.</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>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p>specific word choices shape meaning or tone.</p> <p>RL.9-10.5: 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>RL.9-10.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.9-10.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>including what is emphasized or absent in each treatment.</p> <p>Analyze how an author draws on and transforms source material in a specific work.</p> <p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Determine the central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance a point of view or purpose.</p> <p>Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account.</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important</p>	<p>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 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</p>			

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		<p>RL.9-10.9: Analyze 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: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.2: Determine central ideas or themes of a text and analyze their development; summarize the key</p>	<p>connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>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>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>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Initiate 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>mediums.</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 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 that supports information presented.</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</p>			

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		<p>supporting details and ideas.</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.9-10.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.9-10.7: Integrate and evaluate content presented in diverse media and</p>	<p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Integrate multiple sources of information presented in diverse media formats evaluating the credibility and accuracy of each source.</p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Use various types of phrases and clauses to convey specific</p>	<p>discussion.</p> <p>Identify various purposes for presenting information to a reader or audience.</p> <p>Evaluate the credibility and accuracy of various presentations.</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>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>Identify various reasons for speaking.</p> <p>Define and identify various types of phrases and clauses.</p> <p>Use appropriate phrases and</p>			

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		<p>formats, including visually and quantitatively, as well as in words.</p> <p>W.9-10.2: 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>SL.9-10.1: 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>SL.9-10.2: Integrate and evaluate</p>	<p>meanings and add variety and interest to writing or presentations.</p> <p>Use a semicolon to link two or more closely related independent clauses.</p> <p>Spell correctly.</p> <p>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>Use context as a clue to the meaning of a word or phrase.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>Consult general and specified reference materials, 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>Verify the preliminary determination of the meaning of a word or phrase.</p>	<p>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 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</p>			

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		<p>information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.9-10.4: 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>SL.9-10.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.9-10.6: Adapt</p>	<p>Interpret figures of speech in context and analyze their role in the text.</p> <p>Analyze nuances in the meaning of words with similar denotations.</p> <p>Acquire and use accurately 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>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>speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.4: Determine of clarify the meaning</p>					

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		<p>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>L.9-10.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.9-10.6: 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>					

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		vocabulary knowledge when encountering an unknown term important to comprehension or expression.					
Unit IV: Modern Perspectives 8 weeks							
<p>Author's choice: Why does it matter?</p> <p>In what ways does the creative choice impact the audience?</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>What do good</p>	<p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding</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>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the</p>	<p>RL.9-10.1: Read closely what the text says explicitly and to make logical inferences</p> <p>RL.9-10.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.9-10.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.9-10.4: Interpret words and phrases as they are</p>	<p>Cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine the central ideas of a text and analyze the development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Analyze how complex characters develop over the course of the text, interact with other characters, and advance a plot or develop theme.</p> <p>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</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 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 the side of an argument an author presents in a text</p>	<p>Formative: -Expository Essay pre-writing -Graphic Organizers -Class Discussions -Journal reflections</p> <p>Summative: -Tests and Quizzes -Literature Circles -Expository Essay Final Copy</p>	<p>6.3.12: 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>6.1.12: The Civil Rights movement</p>	<p>9.1.12. A.1: Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12. C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.</p> <p>9.1.12. C.5: Assume a leadership</p>

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<p>writers do?</p> <p>What makes collaboration meaning full?</p> <p>Making meaning from a variety of sources: What will help?</p>	<p>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 research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.9-10.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RL.9.10: Read and comprehend complex literary and informational texts independently and proficiently</p> <p>RI.9-10.2: Determine central ideas or themes of a text and analyze their development; summarize the key</p>	<p>word choices on meaning and tone</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>By end of grade 9, read and comprehend literature including stories, dramas, and poems, in the grade 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Determine the central idea of a text and analyze in detail its development over the course of text, including how it emerges is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account.</p> <p>Delineate and evaluate the</p>	<p>Determine the credibility of the author and his/her 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</p> <p>Analyze 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</p>		<p>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>position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <p>9.1.12. D.1: Interpret spoken and written communication within the appropriate cultural context.</p>

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		<p>supporting details and ideas</p> <p>RI.9-10.6: Assess how point of view or purpose shapes the content and style of a text</p> <p>RI.9-10.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI.9-10.8: 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.</p> <p>RI.9-10.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the</p>	<p>argument and specific claims in a text, assessing whether the reasoning in valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>Analyze seminal (U.S.) documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>Write arguments to 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 fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns</p>	<p>formal style that includes an introduction, supporting details with transitions that create cohesion and clarify 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 common organizational/formatting structures (e.g., headings, graphics, multimedia) and determine the structures that will allow me to organize my complex ideas best.</p> <p>Analyze the information, identify domain-specific vocabulary for my topic, and organize information into broader categories using my chosen structure(s).</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 (to clarify and</p>			

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		<p>approaches the authors take</p> <p>W.9-10.1: Write arguments to support -claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.2: 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>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.9: Draw evidence from</p>	<p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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, graphics, 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</p>	<p>create cohesion when moving from one idea to another), and concluding statement/section that supports the information presented.</p> <p>Identify the writing style (argument, informative/explanatory, or narrative) that best fits the task, purpose, and audience.</p> <p>Use organizational/formatting structures (graphic organizers) 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>Define textual evidence.</p> <p>Determine how textual evidence supports analysis, reflection, and/or research.</p> <p>Compose written responses and include textual evidence to strengthen analysis, reflection, and /or research</p> <p>Recognize that different writing tasks require varied</p>			

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		<p>literary or informational texts to support analysis, reflection, and research.</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: 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>SL.9-10.2: Integrate and evaluate information presented in diverse media and</p>	<p>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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the</p>	<p>time frames to complete</p> <p>Determine a writing format/style to fit the task, purpose, and/or audience</p> <p>Write for a variety of reasons</p> <p>Research materials 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>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on personal ideas and/or the ideas of others to propel the discussion.</p> <p>Identify various purposes for presenting information to a reader or audience.</p> <p>Analyze the information presenting in diverse media and formats and integrate the information to gain an overall understanding of the topic presented.</p>			

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English I

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative *Required	Inter-disciplinary Connections	21 st Century Connections
		<p>formats, including, visually, quantitatively, and orally.</p> <p>SL.9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.9-10.6: Adapt speech to a variety of contexts and communicative task, demonstrating command of formal English when indicated or appropriate</p> <p>L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.9-10.2: Demonstrate command of the conventions of standard English capitalization,</p>	<p>reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>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 task, purposes, and audiences.</p> <p>Initiate and participate effectively in a range of collaborative discussions with diverse partners 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, well-reasoned exchange of ideas</p> <p>b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.</p>				

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		<p>punctuation, and spelling when writing.</p> <p>L.9-10.3: 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>L.9-10.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L.9-10.5: Demonstrate understanding of word relationships and nuances in</p>	<p>Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Use various types of phrase and clauses to convey specific meanings and add variety and interest to writing or presentations.</p> <p>Spell correctly.</p> <p>Write and edit work so that it conforms to the guidelines of a style manual (MLA) appropriate for the discipline and writing type.</p> <p>Use context as a clue to the meaning of a word or phrase.</p> <p>Identify and correctly use patterns of word changes that</p>				

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		<p>word meaning.</p> <p>L.9-10.6: 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>indicate different meanings or parts of speech.</p> <p>Consult general and specialized reference materials both in 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>Verify the preliminary determination of meaning of a word or phrase.</p> <p>Analyze nuances in the meaning of words with similar denotations.</p> <p>Acquire and use accurately 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 gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>				