1. **RATIONALE, DESCRIPTION AND PURPOSE**

In keeping with the New Jersey Student Learning Standards, this curriculum fulfills State guidelines for ninth grade Language Arts requirements.

The formal study of language and literature derives from and enhances understanding of human communication in all of its expressions. The English curriculum of Westfield High School seeks to develop students’ critical and creative consciousness through reading, writing, speaking, listening, and viewing. We place our emphasis on learning as a dynamic process so that the skills practiced in high school continue to empower students as lifetime learners and as thinking, compassionate citizens of the global community. We seek to study language in a variety of genres and perspectives. To these ends, this curriculum stresses intentionally integrates the New Jersey Competencies for Social and Emotional Learning into the learning objectives and essential questions. The expectation is for students to concurrently develop these competencies as habits of mind, and allow these competencies to color the lens through which they consume content, process information, and produce representations of their thinking.

The main goal of English I is to examine how individual people, communities, and cultures form and maintain distinctive identities in an increasingly globalized world. The literature study, which may be organized by essential questions, explores the ways in which written and oral language reflect the foremost aspects of the human condition as well as examine the diversity of people and cultures. Many of the texts focus on rites of passage, development of moral and ethical codes, and various cultural and social identities.

The study of literature is complemented by an emphasis on the writing process to develop skills in crafting expository, argumentative, personal, narrative, and research-based writing forms.
Students concurrently develop an extended understanding of the contextual use of grammar and vocabulary.

Through a variety of pedagogical approaches, the course provides experiences in all forms of communication: reading, writing, speaking, listening, and viewing. English I offers rigorous academic preparation as a basis for logical and critical thinking, and a challenging, creative opportunity for self-expression.

II. OBJECTIVES

The following objectives are aligned with the New Jersey Student Learning Standards for: English Language Arts, Social Studies (6.3), 21st-Century Life and Career Skills (Standard 9.1), Technology (Standards 8.1 and 8.2); and the New Jersey Competencies for Social and Emotional Learning.

A. Through a variety of reading experiences, using an inquiry-based approach to world literature, students:

1. Examine and investigate the many voices which explore the themes of growing up and the rites of passage in various cultural and socio-economic contexts
   - NJ Student Learning Standards for English Language Arts RL9-10.1,2,3,6,10, RI9-10.1,2,3,6,10
   - NJ Student Learning Standards for Social Studies 6.3
   - NJ Student Learning Standards for Technology 8.1
   - NJ Student Learning Standards for 21st-Century Life and Careers 9.1
   - NJ Competencies for Social and Emotional Learning
     - Social-Awareness: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

2. Recognize and analyze early legends, myths and the oral tradition as the forbearers of the narrative tradition
   - NJ Student Learning Standards for English Language Arts RL9-10.5,6,7,10; RI9-10.3,5,6,7,10
   - NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   - NJ Competencies for Social and Emotional Learning
     - Social-Awareness: demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds

3. Use annotation strategies to make broad connections among key details and vocabulary
   - NJ Student Learning Standards for English Language Arts RL9-10.3,4; RI9-10.3,4; L9-10.4
   - NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   - NJ Competencies for Social and Emotional Learning
     - Self-Management: recognize the skills needed to establish and achieve personal and educational goals
     - Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

4. Explore a broad range of narrative and poetic forms and identify their relationships to an author's purpose
   - NJ Student Learning Standards for English Language Arts RL9-10.1,2,3,5; L9-10.5
   - NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   - NJ Competencies for Social and Emotional Learning
     - Self-Awareness: recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
     - Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings. Responsible Decision-Making: evaluate personal, ethical, safety and civic impact of decisions
5. Identify and analyze the elements of theme, plot, structure, setting, symbols, characterization, tone, and point of view, and how they individually and/or collectively pertain the author’s purpose

   NJ Student Learning Standards for English Language Arts RL9-10.1,2,4,5,6; RI9-10.4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   New Jersey Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals

6. Compare and contrast the representations of different themes between two texts of different genres or media

   NJ Student Learning Standards for English Language Arts RL9-10.7,9
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Awareness: recognize our feelings and thoughts; recognize the impact of our feelings and thoughts on our own behavior; recognize our personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
   Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings

7. Identify and analyze the use of stylistic techniques (e.g. irony, foreshadowing, symbolism and figurative language) as they pertain to tone, mood, diction, connotation and author’s purpose

   NJ Student Learning Standards for English Language Arts RL9-10.5,6; RI9-10.5,6; L.9-10.3,5
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others

8. Identify the relationship between the elements of literature and those of other art forms, such as film, music, and artwork

   NJ Student Learning Standards for English Language Arts RL9-10.7, RI9-10.7
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals

B. Through a variety of writing experiences, such as argumentative and expository essays, personal narratives, journals, reading and learning logs, in-class writing, research-based writing and other forms, students:

1. Practice the writing process of brainstorming/pre-writing, drafting, revising, editing and reflecting using a variety of writing forms and styles

   NJ Student Learning Standards for English Language Arts W.9-10.1,2,4,5; L.9-10.1,2,3
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Awareness: recognize our feelings and thoughts; recognize the impact of our feelings and thoughts on our own behavior; recognize our personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

2. Experiment with varying tone, diction, purpose, mood, connotation, and other nuances of language across a variety of written forms

   NJ Student Learning Standards for English Language Arts W.9-10.2,3,4,10; L.9-10.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Responsible Decision Making: identify the consequences associated with one’s actions in order to make constructive choices
3. Construct analytical paragraphs and cogent multi-paragraph essays
   NJ Student Learning Standards for English Language Arts W.9-10.1,2,3; L.9-10.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify
   and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

4. Compose organized introductory paragraphs with a hook and a thesis statement
   NJ Student Learning Standards for English Language Arts W.9-10.1,2,4
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify
   and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

5. Compose a tri-part thesis statement that presents an argument on a prescribed essay
   topic; gain exposure to other models of thesis statements
   NJ Student Learning Standards for English Language Arts W.9-10.1,4,5
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify
   and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

6. Compose body paragraphs that support a cohesive thesis (e.g. tri-part or implied) using
   specific and appropriate textual evidence
   NJ Student Learning Standards for English Language Arts W.9-10.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify
   and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

7. Organize body paragraphs as a cohesive unit using transitional words and phrases
   within and between paragraphs.
   NJ Student Learning Standards for English Language Arts W9-10.4; L9-10.3
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify
   and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

8. Select and appropriately utilize textual evidence (e.g. quoting, providing context and
   paraphrasing).
   NJ Student Learning Standards for English Language Arts W.9-10.1,24,8,9,10
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify
   and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

9. Produce logical conclusions that demonstrate the significance of an argument or
   exposition.
   New Jersey Student Learning Standards for English Language Arts W.9-10.1,2,3; L.9-10.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify
   and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

10. Identify and correct errors in sentence structure such as sentence fragments, run-on
    sentences, sentence agreements, case, verb forms and modifiers
    NJ Student Learning Standards for English Language Arts W.9-10.1,2,3,5; L.9-10.1,2,3,6
    NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
    Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify
    and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
    Relationship Skills: utilize positive communication and social skills to interact effectively with others
    Self-Awareness: recognize one’s personal traits, strengths and limitations
11. Use teacher guided checklists and reflection questions to evaluate process (e.g. brainstorming/pre-writing, drafting, revising, editing and polishing) and product; use self-reflection to improve technique on subsequent writing tasks

New Jersey Student Learning Standards for English Language Arts W.9-10.10
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
Self-Awareness: recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
Relationship Skills: utilize positive communication and social skills to interact effectively with others
Responsible Decision Making: identify the consequences associated with one’s actions in order to make constructive choices

C. Through a variety of research-based projects designed to build research and media science skills, students:

1. Use a variety of note taking skills to gather relevant and appropriate data (e.g. Pathfinders, databases, etc.)

NJ Student Learning Standards for English Language Arts W.9-10.8, RI.9-10.8
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life & Careers 9.1, 9.2
NJ Competencies for Social and Emotional Learning
Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

2. Locate a source and evaluate its credibility

NJ Student Learning Standards for English Language Arts RI.9-10.1,2,7; W.9-10.7-8
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
Self-Management: Recognize the skills needed to establish and achieve personal and educational goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
Responsible Decision Making: Develop, implement and model effective problem solving and critical thinking skills
Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

3. Analyze, synthesize and organize the data collected data using a variety of outline formats/graphic organizers

NJ Student Learning Standards for English Language Arts RI.9-10.7,8,9; W.9-10.9
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

4. Understand and produce proper formatting of bibliographies, works cited pages, and internal citations

NJ Student Learning Standards for English Language Arts W.9-10.8
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed
5. Present evidence and/or data through oral, written or technical means
   NJ Student Learning Standards for English Language Arts RI.9-10.1,2,7; W.9-10.6; SL.9-10.1,4,5; L.9-10.2
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   - Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
   - Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
   - Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed.

D. Through a variety of communication experiences, students:

1. Increase confidence and fluency when reading aloud
   NJ Student Learning Standards for English Language Arts SL.9-10.1,4; L.9-10.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   - Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
   - Self-Awareness: recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges

2. Work cooperatively in both small and large groups by actively listening and appropriately responding to the opinions of others
   NJ Student Learning Standards for English Language Arts SL.9-10.1,3,4; L.9-10.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   - Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
   - Self-Awareness: recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations

3. Convey points of view through writing and speaking
   NJ Student Learning Standards for English Language Arts SL.9-10.1; L.9-10.1,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   - Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
   - Self-Awareness: recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations

4. Report findings from partnerships and small groups in brief and informal presentations, and begin to prepare for, engage in, and reflect on the outcomes of formal independent presentations
   NJ Student Learning Standards for English Language Arts SL.9-10.2,4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   - Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
   - Relationship Skills: utilize positive communication and social skills to interact effectively with others
5. Use technology to present evidence and/or data
   NJ Student Learning Standards for English Language Arts SL.9-10.1,6; L.9-10.1,4,5,6
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   - Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
   - Relationship Skills: utilize positive communication and social skills to interact effectively with others

III. CONTENT, SCOPE AND SEQUENCE

A vast array of topics pertaining to the diversity of people and cultures are integrated into the curriculum. When developing units of study and selecting corresponding texts, teachers may choose from a variety of essential questions, listed below, which include writers and subjects that reflect our multi-cultural world. Research and writing assignments may be designed so students have opportunities to investigate people, places and cultures. The reading materials are compiled for teachers to deepen and enrich the thematic study as well as differentiate resources for students, based on their interests and readiness (Appendix V). Teachers may also augment their instruction with supplemental materials of their own choosing. The suggested timeframe for selected units of study is six to eight weeks.

A. Literature:

1. What is identity?
   a. How does one discover his/her identity?
   b. How does one express his/her identity?
   c. How and why does an individual’s identity change over time?
2. How does one’s environment affect one’s identity?
   a. How does one’s country, neighborhood, and/or home life impact the way one views him/herself?
   b. How does one’s country, neighborhood, and/or home life impact the way one views the world?
   c. How does one’s country, neighborhood, and/or home life impact the way one views his/her place in society?
3. How does war affect people?
   a. How does one’s level of involvement (civilian, victim, soldier and/or student) in a war affect his/her life?
   b. How does war affect relationships?
   c. How do lives change before, after and during a war?
4. How does being different or being in the minority shape one’s identity?
   a. How does one’s race, culture, gender, religion, disability, illness and/or socioeconomic status impact the way one views him/herself?
   b. How does one’s race, culture, gender, religion, disability, illness and/or socioeconomic status impact the way one views the world?
   c. How does one’s race, culture, gender, religion, disability, illness and/or socioeconomic status impact the way one views his/her place in society?
5. How does one form different relationships?
   a. How do biases, stereotypes and prejudices affect relationships?
   b. How does one choose with whom he/she forms relationships?
   c. What determines whether a relationship succeeds or fails?

6. How does one’s personality impact the way he/she lives his/her life?
   a. How does attitude affect decision making?
   b. How do people balance their strengths and weaknesses?
   c. How does personality impact the way people respond to adversity?

7. How do heroes influence individuals and communities?
   a. What are some specific types of heroes?
   b. How do personal definitions of heroes compare to those of society?
   c. What are the characteristics of a hero?
   d. Does every person and community need a hero?

8. How and why does one create personal, political social and/or cultural changes?
   a. How can one voice impact a group both in a positive and negative ways?
   b. To what extent is an individual responsible to stand up for what is right?
   c. What conditions must exist to enable one person to make a difference?

9. How does a child become an adult?
   a. How does the loss of innocence impact one’s journey to adulthood?
   b. What role do rites of passage have in becoming an adult?
   c. What constitutes an adult (age, experience, loss of innocence, etc.)?

10. How do stories, legends and myths preserve the identity of a culture?
    a. What purpose do stories, legends and myths serve?
    b. What do we learn about a culture by reading stories, legends and myths?
    c. Why have these stories, legends and myths survived?

B. Writing:

Students write in various modes and for different purposes; their craft is nurtured through frequent engagement in process writing. Initially, this course hones composition skills by relying on the traditional five-paragraph essay archetype. As students develop dexterity, teachers gradually introduce increasingly more complex written forms, necessitating the utilization of compelling textual evidence and thoughtful analysis. In addition to process writing, students are routinely charged with producing shorter, informal written pieces to document their thinking (e.g. response to an essential question; response in the voice of a character; etc.). Over the course of the year students accumulate a wide range of artifacts reflecting their understanding of the writing process. The sequence of writings is coordinated with the overall organization of the course, and typically includes:

1. Literary writing
2. Personal essay
3. Analytical essay
4. Argumentative essay
5. In-class timed writing
6. Research tasks
7. Self-reflection and goal setting
C. Research:
   Students continue to develop research skills through a series research projects scheduled
   throughout the year. Each project focuses on selected elements of the research process
   and results in a presentation of the research through written, oral, or technical means.

D. Communication:
   Communication lies at the heart of an inquiry-based approach and remains the most vital
   aspect of students’ creation of knowledge based on their prior experiences. Students
   continually participate in class discussions relating to life, literature, and the writing
   process; they listen to and examine a variety of media in conjunction to the commentary of
   their peers. Structured class discussions, in the form of partnerships, small groups, and
   whole class, serve as a conduit for student learning, and an important precursor to written
   analysis. Students practice active listening and become more adept at adding value to a
   conversation.

IV. INSTRUCTIONAL TECHNIQUES

Because the learning process is dynamic, a variety of approaches is necessary to maximize
student engagement. These approaches are used to meet the needs of students of varying
abilities and interests as well as diverse learning preferences. The curriculum emphasizes critical
and creative thinking and all modes of communication. A combination of techniques,
emphasizing learning intentions, learning strategies, feedback and instructional delivery - and
differentiated as needed - is strongly recommended; examples include, but are not limited to:

A. Direct instruction - whole group, small flexible group, and/or individual
   1. Close reading of mentor texts or assignment exemplars
   2. Modeled thinking and/or application
   3. Repeated reading
   4. Integration of technology

B. Deliberate practice/application - whole group, small group, and/or partnerships
   1. Classroom discussion - whole group, small group, and/or partnerships
      a. Essential questions
      b. Text dependent questions
      c. Conversation markers
      d. Debate
      e. Socratic seminar
      f. Fishbowl
   2. Writing to learn
      a. Concept mapping
         1) Annotating
         2) Note-taking
         3) Graphic organizing
         4) Outlining
      b. Prediction
      c. Journaling
      d. Summary and analysis
e. Learning logs  
f. Do-now and/or exit slip  
g. Fictional dialogue  
h. Free write  
3. Collaborative learning with peers - small group and/or partnerships  
a. Literature circle/book club protocols  
b. Jigsaw  
c. Inquiry learning  
d. Reciprocal teaching  
e. Peer feedback  

C. Metacognition  
1. Self-questioning  
2. Questions to guide learning  
3. Strategy monitoring (e.g. learning logs; “What helped me learn today?”)  
4. Transfer monitoring (e.g. “How do I know I learned…?”)  

D. Interdisciplinary connections  
1. Outside presenters  
2. Field trips  
3. Virtual field trips  

V. EVALUATION  
The goal of evaluation is to make formal and informal assessments of students’ progress and development. A variety of assessment techniques and instruments is utilized, and differentiated as needed, to gauge students’ understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment; examples include, but are not limited to:  

A. Diagnostic assessments allow teachers to gauge students’ current knowledge of a topic or ability to execute a skill; this type of assessment is typically administered at the onset of a school year or unit of study.  
1. Pre-tests  
2. Class discussions/debates - partnerships, small group, or whole class  
3. Self-assessment and goal setting  
4. Conferencing  
5. Anecdotal teacher records  

B. Formative assessments measure students’ growth and progress, are quickly administered as part of the instructional process, allow for feedback to be shared quickly and efficiently, and may or may not be graded.  
1. Process writing components  
2. Quizzes  
3. Annotations  
4. Text dependent questions  
5. Concept maps, outlines, and/or graphic organizers  
6. Self-assessment
7. Peer assessment
8. Journals
9. Class discussions/debates - partnerships, small group, or whole class
10. Presentations - individual, partnered, and small group
11. Fishbowl
12. Socratic Seminar
13. Conferencing
14. Anecdotal teacher records

C. Summative assessments are administered after instruction has been delivered and learning has taken place; it serves as a means for gauging the accumulation of student learning against the stated unit objectives. Students are encouraged to weigh their performance against SEL Competencies, specifically that of: self-awareness, self-management, responsible decision making, and relationship skills, while department members may use the outcomes to adjust approaches to planning and preparation for learning, instructional delivery, and/or formative assessment.

1. Tests; post-assessments (e.g. essential questions; text dependent questions)
2. Timed writings
3. Self-assessment
4. Final draft essays
5. Creative writing pieces
6. Evidence-based projects
7. Portfolios
8. Presentations - individual, partnered, and small group
9. Fishbowl
10. Socratic Seminar

VI. PROFESSIONAL DEVELOPMENT

The following are recommended components of the teacher’s professional development:
A. Observing colleagues’ classes to gather and share ideas
B. Attending professional development courses to learn about instructional strategies relevant to the course objectives and course materials
C. Attending conferences relating to differentiated instruction, technology, diversity, etc.
D. Consulting peer-reviewed print and digital professional learning resources such as professional periodicals and professional websites
APPENDIX I:

New Jersey Student Learning Standards for
English Language Arts 9-10

Progress Indicators for Reading Literature

Key Ideas and Details

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.9-10.3. 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.

Craft and Structure

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create 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.

Integration of Knowledge and Ideas

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

RL.9-10.8. (Not applicable to literature)

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source
material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

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.

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

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.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

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).

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.

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

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.

Range of Reading and Level of Text Complexity

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.

Progress Indicators for Writing

Text Types and Purposes

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 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.
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.

1. 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.
2. 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.
3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
5. 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.
6. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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 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.

Production and Distribution of Writing

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 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.

**Research to Build and Present Knowledge**

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

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare”).

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”).

**Range of Writing**

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.
Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

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

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

Presentation of Knowledge and Ideas

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.

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.
Progress Indicators for Language

Conventions of Standard English

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   1. Use parallel structure.
   2. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   B. Use a colon to introduce a list or quotation.
   C. Spell correctly.

Knowledge of Language

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
   A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Vocabulary Acquisition and Use

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 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).
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.

L.9-10.6. 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.

**APPENDIX II:**

**New Jersey Student Learning Standards for Technology**

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at [http://www.nj.gov/njded/cccs/](http://www.nj.gov/njded/cccs/).
APPENDIX III:

New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers

STANDARD 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

APPENDIX IV:

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed at https://www.state.nj.us/education/students/safety/sandp/sel/.
APPENDIX V:


A subcommittee of the Westfield High School English Department maintains a list of suggested supplemental resource pairings for the most widely utilized English 1 texts. As a living document, this list is regularly updated to reflect connections with current events and contemporary works;

The entire document may be viewed at: https://docs.google.com/document/d/1t4mFQ4O2bkO2N2emUJSFs1c9inBnwNS1UpLaKcSeWr8/edit?usp=sharing.