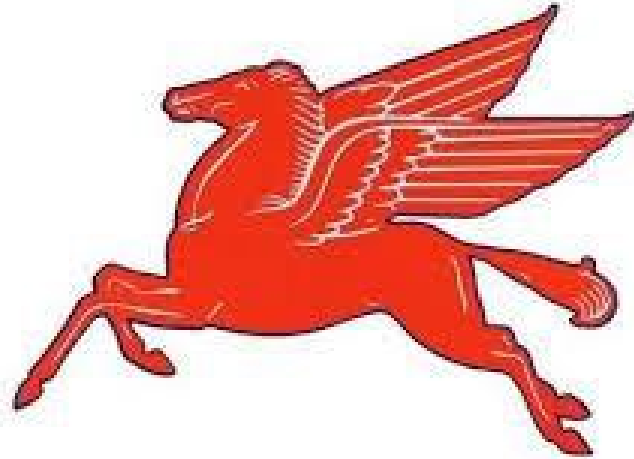


# Curriculum Management System

*PAULSBORO PUBLIC SCHOOLS*



**English I / Grade 9**

**UPDATED 2022**

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

**Board Approved: 2022**

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# Paulsboro Public Schools

*Superintendent, Dr. Roy Dawson, III*

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Mrs. Anisah Coppin, Business Administrator/Board Secretary

Ms. Stacey DiMeo, Director of Special Services

Mrs. Tina Morris, Principal, grades Pre-K to 2

Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

# Paulsboro Public Schools

## Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21<sup>st</sup> Century and is rich in tradition and pride.

## DEFINITIONS

**NJ Student Learning Standards** – Clear and specific benchmarks for students’ achievement in various content areas. The standards ensure that each child receives a “thorough and efficient education”.

**21st Century Life and Careers Standards** – These skills that are comprised of the “12 Career Ready Practices” and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21st century workplace.

**Gifted and Talented Learners** – Students with high-ability who may need more depth and complexity in instruction.

**Special Education Learners** – Students in need of support and interventions to improve student achievement.

**English Language Learners** – Students with a native language other than English or who are at varying degrees of English language proficiency.

## 9th GRADE PACING CHART (2022-2023)

TOPIC	# OF DAYS	DATES	COMMENTS
1 – Against All Odds	22	<i>MP 1</i>	Literary Non-fiction, Argument Mentor Text, Short Story, Poem, Memoir, Graphic Memoir, Respond to an argument
2 – Breaking Through Barriers	23	<i>MP 1</i>	Editorial, Mentor Text: Personal Narrative, Short Story, Poem, Visual Essay, Speech, Write a personal narrative
3 – Crime Scenes	22	<i>MP 2</i>	Short Story, Informational Text, Poem, Podcast, News Article, Write an argument
4 – Love and Loss	23	<i>MP 2</i>	Drama, Poem, Literary Analysis, Myth, write a short story, write a literary analysis
5 – Freedom at All Costs	22	<i>MP 3</i>	Short Story, Speech, Podcast, History Writing, Poem, Memoir, Graphic Memoir, write a poem, write a research report
6 – Epic Journeys	23	<i>MP 3</i>	Epic Poem, Informational Text, Travel writing, Poem, Write an Expository Essay
7 – Research Paper	45	<i>MP 4</i>	Research Report

# Unit 1: Against All Odds

## Big Idea: What does it take to survive a crisis?

<p><b>NJSLS:</b>            RI.9.3, RI.9.4, RI.9.5, RI.9.6, RI.9.8, RL.9.5, RL.9.1, L.9.5.b, L.9.5.a, RL.9.4, W.9.3, SL.9.1, W.9.2, W.9.7, W.9.6, SL.9.2, SL.9.5, W.9.8, W.9.1, SL.9.4, L.9.4.b, L.9.5.b, L.9.4.d, L.9.4.c, L.9.4.a, L.9.3, L.9.2.b, L.9.2.a, L.9.2, L.9.1.b, RI.9.7, RL.9.10, RI.9.10</p> <p><b>21<sup>st</sup> Century Life and Careers:</b>  <b>CRP1:</b> Act as a responsible and contributing citizen and employee.  <b>CRP2:</b> Apply appropriate academic and technical skills.  <b>CRP3:</b> Attend to personal health and financial well-being.  <b>CRP4:</b> Communicate clearly and effectively and with reason.  <b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.  <b>CRP6:</b> Demonstrate creativity and innovation.  <b>CRP7:</b> Employ valid and reliable research strategies.  <b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.  <b>CRP9:</b> Model integrity, ethical leadership and effective management.  <b>CRP10:</b> Plan education and career paths aligned to personal goals.  <b>CRP11:</b> Use technology to enhance productivity.  <b>CRP12:</b> Work productively in teams while using cultural global competence.</p> <p><b>Technology Standards:</b>  <b>TECH.8.1.8:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  <b>TECH.8.1.8.A.CS1:</b> Understand and use technology systems.  <b>TECH.8.1.8.A.CS2:</b> Select and use applications effectively and productively.  <b>TECH.8.1.8.A.2:</b> Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.  <b>TECH.8.1.8.B.CS2:</b> Create original works as a means of personal or group expression.  <b>TECH.8.1.8.C:</b> Communication and Collaboration: Students use digital media and environments to communicate and</p>	<h3>Critical Knowledge and Skills</h3> <p><b>Concept(s):</b></p> <ol style="list-style-type: none"> <li><b>1:</b> The ability to read a variety of text requires independence, comprehension and fluency.           <ul style="list-style-type: none"> <li>• How to use text evidence to support analysis.</li> <li>• Identify the theme or central idea of the text by analyzing the development of plot.</li> <li>• Analyze how the text's form/structure contributes to its meaning.</li> <li>• Identify how the author develops and contrasts different characters' points of view.</li> <li>• Use context clues, online, or print resources to expand vocabulary usage/understanding.</li> </ul> </li> <li><b>2:</b> Writing is the process of communicating in print for a variety of audiences and purposes.           <ul style="list-style-type: none"> <li>• Use clear reasons and relevant evidence to support claims in arguments.</li> <li>• Write a detailed story using a well-structured event sequence.</li> <li>• Write a report drawing on several sources to answer a question.</li> <li>• Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.</li> <li>• Use evidence from the text to support your analysis, reflection, or research.</li> </ul> </li> <li><b>3:</b> Oral language and listening are tools for communicating, thinking, and learning.           <ul style="list-style-type: none"> <li>• Follow the rules for discussion.</li> <li>• Vary sentence structure when in a conversation.</li> </ul> </li> <li><b>4:</b> A media literate person can evaluate how words, images, and sounds influence a message.           <ul style="list-style-type: none"> <li>• Evaluate and understand how technology (computers, webpages, digital media reports) assists during the writing process.</li> </ul> </li> </ol>	
	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>• Analyze literary nonfiction           <ul style="list-style-type: none"> <li>• Analyze author's purpose</li> <li>• Analyze arguments</li> <li>• Analyze rhetorical devices</li> <li>• Analyze flashback and tension</li> <li>• Make inferences</li> <li>• Analyze poetic language and structure</li> <li>• Analyze memoirs</li> </ul> </li> </ul>	<p><b>Learning Goal(s):</b></p> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise language that varies in content for different audiences and purposes.</li> <li>2. Comprehend, understand, analyze, critique, and respond to messages in literary and written formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol>

work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

**TECH.8.1.8.D:** Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**TECH.8.1.8.D.1:** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**TECH.8.1.8.D.4:** Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.8.E:** Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

**TECH.8.1.8.E.CS2:** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.8.F:** Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**TECH.9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

**TECH.9.4.12.IML.7:** Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change

**Companion Standards:**

**SOC.9-12.1.1.1:** Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

**SOC.9-12.1.1.2:** Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

**MODIFICATIONS:**

***Advanced Learner:***  
 Independent research & Presentations  
 Frequent writing tasks  
 Vocabulary Study  
 Independent Reading

***Students with Disabilities:***  
 Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.  
 Utilize remediation resources which include assessment and intervention, in planning and instruction.

- Analyze word choice
- Analyze graphic memoirs
- Present and respond to an argument

4. Follow the process for response / writing an argument

**Formative/Summative Assessments**

**Primary & Supplementary**

***FORMATIVE:***  
 Guided reading/ Conferencing  
 Reading Response Journal  
 Teacher Observation  
 Class discussion  
 Homework/Classwork

***SUMMATIVE:***  
 NJ SmartStart Assessment 1  
 Link-It Assessment  
 HMH Unit Tests

1. HMH into Literature Grade 9 (Resources)
2. HMH Writable (Text & Online)
3. Novels
4. Commonlit.com
5. NewsELA.com
6. Link-It
7. Open Educational Resources



***English Language Learners:***

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

# UNIT 2: Breaking Through Barriers

## Big Idea: Are some differences too great to overcome?

**NJSLS:**  
 RI.9.3, RI.9.2, RI.9.5, RI.9.1, RI.9.6, RL.9.1, RL.9.2, RL.9.6, RL.9.5, RL.9.4, RI.9.4, RI.9.7, L.9.5, L.9.5.a, RL.9.7, RI.9.9, W.9.3, SL.9.1.a, SL.9.1.d, W.9.10, SL.9.6, SL.9.1, W.9.7, SL.9.5, W.9.2, SL.9.4, W.9.6, W.9.1, W.9.8, W.9.9, L.9.4.b, L.9.5.b, L.9.4.c, L.9.4.a, L.9.1.b, L.9.3, L.9.1, RL.9.10, RI.9.10, W.9.4

**21<sup>st</sup> Century Life and Careers:**  
**CRP1:** Act as a responsible and contributing citizen and employee.  
**CRP2:** Apply appropriate academic and technical skills.  
**CRP3:** Attend to personal health and financial well-being.  
**CRP4:** Communicate clearly and effectively and with reason.  
**CRP5:** Consider the environmental, social and economic impacts of decisions.  
**CRP6:** Demonstrate creativity and innovation.  
**CRP7:** Employ valid and reliable research strategies.  
**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.  
**CRP9:** Model integrity, ethical leadership and effective management.  
**CRP10:** Plan education and career paths aligned to personal goals.  
**CRP11:** Use technology to enhance productivity.  
**CRP12:** Work productively in teams while using cultural global competence.

**Technology Standards:**  
**TECH.8.1.8:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  
**TECH.8.1.8.A.CS1:** Understand and use technology systems.  
**TECH.8.1.8.A.CS2:** Select and use applications effectively and productively.  
**TECH.8.1.8.A.1:** Demonstrate knowledge of a real world problem using digital tools.  
**TECH.8.1.8.A.2:** Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.  
**TECH.8.1.8.B.CS2:** Create original works as a means of personal or group expression.  
**TECH.8.1.8.C:** Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Critical Knowledge and Skills	
<p><b>Concept(s):</b></p> <p><b>1:</b> The ability to read a variety of text requires independence, comprehension and fluency</p> <ul style="list-style-type: none"> <li>How to use text evidence to support analysis.</li> <li>Identify the theme or central idea of the text by analyzing the development of plot.</li> <li>Analyze how the text's form/structure contributes to its meaning.</li> <li>Identify how the author develops and contrasts different characters' points of view.</li> <li>Use context clues, online, or print resources to expand vocabulary usage/understanding.</li> </ul> <p><b>2:</b> Writing is the process of communicating in print for a variety of audiences and purposes</p> <ul style="list-style-type: none"> <li>Use clear reasons and relevant evidence to support claims in arguments.</li> <li>Write a detailed story using a well-structured event sequence.</li> <li>Write a report drawing on several sources to answer a question.</li> <li>Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.</li> <li>Use evidence from the text to support your analysis, reflection, or research.</li> </ul> <p><b>3:</b> Oral language and listening are tools for communicating, thinking, and learning.</p> <ul style="list-style-type: none"> <li>Follow the rules for discussion.</li> <li>Vary sentence structure when in a conversation.</li> </ul> <p><b>4:</b> A media literate person can evaluate how words, images, and sounds influence a message</p> <ul style="list-style-type: none"> <li>Evaluate and understand how technology (computers, webpages, digital media reports) assists during the writing process.</li> </ul>	
Students are able to:	Learning Goal(s):
<ul style="list-style-type: none"> <li>Analyze central idea and details</li> <li>Analyze text structure</li> <li>Analyze purpose and message</li> <li>Analyze voice and tone</li> <li>Analyze setting and theme</li> <li>Analyze text structure</li> <li>Analyze theme and details</li> <li>Analyze tone</li> <li>Analyze figurative language</li> </ul>	<ol style="list-style-type: none"> <li>Communicate in clear, concise language that varies in content for different audiences and purposes.</li> <li>Comprehend, understand, analyze, critique, and respond to messages in literary and written formats.</li> <li>Investigate, research, and synthesize information from various media sources.</li> <li>Follow the process for writing a narrative</li> </ol>

**TECH.8.1.8.D:** Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**TECH.8.1.8.D.1:** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**TECH.8.1.8.D.4:** Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.8.E:** Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

**TECH.8.1.8.E.CS2:** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.8.F:** Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**TECH 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze and use creative skills and ideas.

**TECH 9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task

**Companion Standards:**

**SOC.9-12.1.1.1:** Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

**SOC.9-12.1.2.2:** Relate current events to the physical and human characteristics of places and regions.

**MODIFICATIONS:**

*Advanced Learner:*  
 Independent research & Presentations  
 Frequent writing tasks  
 Vocabulary Study  
 Independent Reading

*Students with Disabilities:*  
 Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.  
 Utilize remediation resources which include assessment and intervention, in planning and instruction.

*English Language Learners:*  
 Provide hands-on activities and explanations.  
 Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

- Analyze representation in different mediums
- Analyze author’s purpose and rhetoric
- Write a personal narrative

**Formative/Summative Assessments**

**FORMATIVE:**  
 Guided reading/ Conferencing  
 Reading Response Journal  
 Teacher Observation  
 Class discussion  
 Homework/Classwork

**SUMMATIVE:**  
 NJ SmartStart Assessment 1  
 Link-It Assessment  
 HMH Unit Tests

**Primary & Supplementary**

1. HMH into Literature Grade 9 (Resources)
2. HMH Writable (Text & Online)
3. Novels
4. Commonlit.com
5. NewsELA.com
6. Link-It
7. Open Educational Resources

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.  
Use English Learners resources such as study guides, assessments and a visual glossary.

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# UNIT 3: Crime Scenes

## Big Idea: Who suffers when a crime is committed?

**NJSLS:**  
 RL.9.2, RL.9.3, RI.9.2, RI.9.7, RI.9.1, RI.9.3, RI.9.5, RL.9.1, W.9.2, SL.9.1, W.9.3, W.9.1, W.9.7, W.9.6, SL.9.2, L.9.4.a, L.9.4.b, L.9.4.c, L.9.4.d, L.9.2.b, L.9.1.b, L.9.3, L.9.1, RL.9.10, RI.9.10, W.9.4, W.9.10, SL.9.4, SL.9.5, SL.9.6

**21<sup>st</sup> Century Life and Careers:**  
**CRP1:** Act as a responsible and contributing citizen and employee.  
**CRP2:** Apply appropriate academic and technical skills.  
**CRP3:** Attend to personal health and financial well-being.  
**CRP4:** Communicate clearly and effectively and with reason.  
**CRP5:** Consider the environmental, social and economic impacts of decisions.  
**CRP6:** Demonstrate creativity and innovation.  
**CRP7:** Employ valid and reliable research strategies.  
**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.  
**CRP9:** Model integrity, ethical leadership and effective management.  
**CRP10:** Plan education and career paths aligned to personal goals.  
**CRP11:** Use technology to enhance productivity.  
**CRP12:** Work productively in teams while using cultural global competence.

**Technology Standards:**  
**TECH.8.1.8:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  
**TECH.8.1.8.A.CS1:** Understand and use technology systems.  
**TECH.8.1.8.A.CS2:** Select and use applications effectively and productively.  
**TECH.8.1.8.A.1:** Demonstrate knowledge of a real world problem using digital tools.  
**TECH.8.1.8.A.2:** Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.  
**TECH.8.1.8.B.CS2:** Create original works as a means of personal or group expression.  
**TECH.8.1.8.C:** Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Critical Knowledge and Skills	
<p><b>Concept(s):</b></p> <p><b>1:</b> The ability to read a variety of text requires independence, comprehension and fluency</p> <ul style="list-style-type: none"> <li>• How to use text evidence to support analysis.</li> <li>• Identify the theme or central idea of the text by analyzing the development of plot.</li> <li>• Analyze how the text's form/structure contributes to its meaning.</li> <li>• Identify how the author develops and contrasts different characters' points of view.</li> <li>• Use context clues, online, or print resources to expand vocabulary usage/understanding.</li> </ul> <p><b>2:</b> Writing is the process of communicating in print for a variety of audiences and purposes</p> <ul style="list-style-type: none"> <li>• Use clear reasons and relevant evidence to support claims in arguments.</li> <li>• Write a detailed story using a well-structured event sequence.</li> <li>• Write a report drawing on several sources to answer a question.</li> <li>• Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.</li> <li>• Use evidence from the text to support your analysis, reflection, or research.</li> </ul> <p><b>3:</b> Oral language and listening are tools for communicating, thinking, and learning.</p> <ul style="list-style-type: none"> <li>• Follow the rules for discussion.</li> <li>• Vary sentence structure when in a conversation.</li> </ul> <p><b>4:</b> A media literate person can evaluate how words, images, and sounds influence a message</p> <ul style="list-style-type: none"> <li>• Evaluate and understand how technology (computers, webpages, digital media reports) assists during the writing process.</li> </ul>	
Students are able to:	Learning Goal(s):
<ul style="list-style-type: none"> <li>• Analyze universal themes</li> <li>• Analyze characterization</li> <li>• Analyze main idea and details</li> <li>• Summarize and paraphrase text</li> <li>• Make inferences about characters</li> <li>• Analyze literary techniques</li> <li>• Make inferences about theme</li> <li>• Paraphrase texts</li> <li>• Analyze media messages</li> <li>• Build active listening skills</li> <li>• Makes inferences</li> </ul>	<ol style="list-style-type: none"> <li>1. Communicate in clear, concise language that varies in content for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, critique, and respond to messages in literary and written formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> <li>4. Follow the process for writing an essay</li> </ol>

**TECH.8.1.8.D:** Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**TECH.8.1.8.D.1:** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**TECH.8.1.8.D.4:** Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.8.E:** Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

**TECH.8.1.8.E.CS2:** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.8.F:** Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**TECH.9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.

**TECH.9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media

**Companion Standards:**

**SOC.9-12.1.1.1:** Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

**SOC.9-12.1.1.2:** Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

**SOC.9-12.1.3.1:** Distinguish valid arguments from false arguments when interpreting current and historical events.

**MODIFICATIONS:**

*Advanced Learner:*  
 Independent research & Presentations  
 Frequent writing tasks  
 Vocabulary Study  
 Independent Reading

*Students with Disabilities:*  
 Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.  
 Utilize remediation resources which include assessment and intervention, in planning and instruction.

<ul style="list-style-type: none"> <li>• Write an informative essay</li> </ul>	
<b>Formative/Summative Assessments</b>	
<p><b>FORMATIVE:</b>          Guided reading/ Conferencing          Reading Response Journal          Teacher Observation          Class discussion          Homework/Classwork</p> <p><b>SUMMATIVE:</b>          NJ SmartStart Assessment 1          Link-It Assessment          HMH Unit Tests</p>	

<b>Primary &amp; Supplementary</b>	
<ol style="list-style-type: none"> <li>1. HMH into Literature Grade 9 (Resources)</li> <li>2. HMH Writable (Text &amp; Online)</li> <li>3. Novels</li> <li>4. Commonlit.com</li> <li>5. NewsELA.com</li> <li>6. Link-It</li> <li>7. Open Educational Resources</li> </ol>	

*English Language Learners:*

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

# UNIT 4: Love and Loss

## Big Idea: How can love bring both joy and pain?

**NJSLS:**  
 RL.9.3, RL.9.4, RL.9.5, L.9.5, L.9.5a, RL.9.9, RI.9.5, RI.9.8, RI.9.6, RL.9.2,  
 W.9.3, SL.9.1, SL.9.6, W.9.2, RL.9.7, W.9.7, W.9.6, SL.9.4, W.9.10, RI.9.4, L.9.1, L.9.1a, L.9.1b, RL.9.10, RI.9.10, W.9.1, W.9.4

**21<sup>st</sup> Century Life and Careers:**  
**CRP1:** Act as a responsible and contributing citizen and employee.  
**CRP2:** Apply appropriate academic and technical skills.  
**CRP3:** Attend to personal health and financial well-being.  
**CRP4:** Communicate clearly and effectively and with reason.  
**CRP5:** Consider the environmental, social and economic impacts of decisions.  
**CRP6:** Demonstrate creativity and innovation.  
**CRP7:** Employ valid and reliable research strategies.  
**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.  
**CRP9:** Model integrity, ethical leadership and effective management.  
**CRP10:** Plan education and career paths aligned to personal goals.  
**CRP11:** Use technology to enhance productivity.  
**CRP12:** Work productively in teams while using cultural global competence.

**Technology Standards:**  
**TECH.8.1.8:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  
**TECH.8.1.8.A.CS1:** Understand and use technology systems.  
**TECH.8.1.8.A.CS2:** Select and use applications effectively and productively.  
**TECH.8.1.8.A.1:** Demonstrate knowledge of a real world problem using digital tools.  
**TECH.8.1.8.A.2:** Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.  
**TECH.8.1.8.B.CS2:** Create original works as a means of personal or group expression.  
**TECH.8.1.8.C:** Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

### Critical Knowledge and Skills

**Concept(s):**

- 1:** The ability to read a variety of text requires independence, comprehension and fluency.
  - How to use text evidence to support analysis.
  - Identify the theme or central idea of the text by analyzing the development of plot.
  - Analyze how the text's form/structure contributes to its meaning.
  - Identify how the author develops and contrasts different characters' points of view.
  - Use context clues, online, or print resources to expand vocabulary usage/understanding.
- 2:** Writing is the process of communicating in print for a variety of audiences and purposes.
  - Use clear reasons and relevant evidence to support claims in arguments.
  - Write a detailed story using a well-structured event sequence.
  - Write a report drawing on several sources to answer a question.
  - Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
  - Use evidence from the text to support your analysis, reflection, or research.
- 3:** Oral language and listening are tools for communicating, thinking, and learning.
  - Follow the rules for discussion.
  - Vary sentence structure when in a conversation.
- 4:** A media literate person can evaluate how words, images, and sounds influence a message.
  - Evaluate and understand how technology (computers, webpages, digital media reports) assists during the writing process.

**Students are able to:**

- Analyze literary devices
- Analyze parallel plots
- Analyze source material
- Compare author's claims
- Analyze rhetoric
- Analyze structure
- Write a literary analysis

**Learning Goal(s):**

1. Communicate in clear, concise language that varies in content for different audiences and purposes.
2. Comprehend, understand, analyze, critique, and respond to messages in literary and written formats.
3. Investigate, research, and synthesize information from various media sources.
4. Follow the process for writing.

**Formative/Summative Assessments**

*FORMATIVE:*  
 Guided reading/ Conferencing

**Primary & Supplementary**

*1. HMH into Literature Grade 9 (Resources)*



**TECH.8.1.8.D:** Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**TECH.8.1.8.D.1:** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**TECH.8.1.8.D.4:** Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.8.E:** Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

**TECH.8.1.8.E.CS2:** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.8.F:** Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**TECH 9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task.

**TECH.9.4.12.IML.7:** Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

**Companion Standards:**

**SOC.9-12.1.2.1:** Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.

**MODIFICATIONS:**

*Advanced Learner:*

Independent research & Presentations  
Frequent writing tasks  
Vocabulary Study  
Independent Reading

*Students with Disabilities:*

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

*English Language Learners:*

Provide hands-on activities and explanations.  
Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Reading Response Journal  
Teacher Observation  
Class discussion  
Homework/Classwork

***SUMMATIVE:***

NJ SmartStart Assessment 1  
Link-It Assessment  
HMH Unit Tests

2. *HMH Writable (Text & Online)*

3. Novels

4. Commonlit.com

5. NewsELA.com

6. Link-It

7. Open Educational Resources

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.  
Use English Learners resources such as study guides, assessments and a visual glossary.

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# UNIT 5: Freedom at All Costs

## Big Idea: Can each of us find freedom?

### NJSLS:

L.9.5.a, L.9.5.b, L.9.5, RL.9.4, RI.9.2, RI.9.3, RI.9.8, RI.9.9, RI.9.5, RI.9.6, RI.9.4, RL.9.2, RL.9.5, RI.9.7, W.9.3, W.9.9.a, W.9.10, W.9.1, SL.9.1, W.9.2, W.9.9.b, W.9.7, W.9.8, SL.9.4, SL.9.5, W.9.6, L.9.4.a, L.9.4.c, L.9.4, L.9.1.b, L.9.3, L.9.1.a, L.9.1, RL.9.10, RI.9.10, W.9.4, W.9.10

### 21<sup>st</sup> Century Life and Careers:

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

### Technology Standards:

**TECH.8.1.8:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**TECH.8.1.8.A.CS1:** Understand and use technology systems.

**TECH.8.1.8.A.CS2:** Select and use applications effectively and productively.

**TECH.8.1.8.A.1:** Demonstrate knowledge of a real world problem using digital tools.

**TECH.8.1.8.A.2:** Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

**TECH.8.1.8.B.CS2:** Create original works as a means of personal or group expression.

**TECH.8.1.8.C:** Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

### Critical Knowledge and Skills

- 1:** The ability to read a variety of text requires independence, comprehension and fluency.
  - How to use text evidence to support analysis.
  - Identify the theme or central idea of the text by analyzing the development of plot.
  - Analyze how the text's form/structure contributes to its meaning.
  - Identify how the author develops and contrasts different characters' points of view.
  - Use context clues, online, or print resources to expand vocabulary usage/understanding.
- 2:** Writing is the process of communicating in print for a variety of audiences and purposes.
  - Use clear reasons and relevant evidence to support claims in arguments.
  - Write a detailed story using a well-structured event sequence.
  - Write a report drawing on several sources to answer a question.
  - Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
  - Use evidence from the text to support your analysis, reflection, or research.
- 3:** Oral language and listening are tools for communicating, thinking, and learning.
  - Follow the rules for discussion.
  - Vary sentence structure when in a conversation.
- 4:** A media literate person can evaluate how words, images, and sounds influence a message.
  - Evaluate and understand how technology (computers, webpages, digital media reports) assists during the writing process.

### Students are able to:

- Analyze literary devices: irony
- Analyze Point of View: satire
- Analyze arguments
- Analyze rhetorical devices
- Analyze podcast
- Analyze author's purpose
- Analyze text structure
- Analyze word choice
- Analyze narrator perspective
- Analyze poetic language
- Analyze setting and purpose
- Determine author's point of view
- Write a research report

### Learning Goal(s):

1. Communicate in clear, concise language that varies in content for different audiences and purposes.
2. Comprehend, understand, analyze, critique, and respond to messages in literary and written formats.
3. Investigate, research, and synthesize information from various media sources.
4. Follow the process for writing a research report and poem

**TECH.8.1.8.D:** Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**TECH.8.1.8.D.1:** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**TECH.8.1.8.D.4:** Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.8.E:** Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

**TECH.8.1.8.E.CS2:** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.8.F:** Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**TECH 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze and use creative skills and ideas.

**TECH 9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task

**Companion Standards:**

**SOC.9-12.1.1.1:** Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

**SOC.9-12.1.2.2:** Relate current events to the physical and human characteristics of places and regions.

**MODIFICATIONS:**

*Advanced Learner:*  
 Independent research & Presentations  
 Frequent writing tasks  
 Vocabulary Study  
 Independent Reading

*Students with Disabilities:*  
 Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.  
 Utilize remediation resources which include assessment and intervention, in planning and instruction.

*English Language Learners:*  
 Provide hands-on activities and explanations.  
 Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

<ul style="list-style-type: none"> <li>Write a poem</li> </ul>	
<b>Formative/Summative Assessments</b>	
<p><b>FORMATIVE:</b>          Guided reading/ Conferencing          Reading Response Journal          Teacher Observation          Class discussion          Homework/Classwork</p> <p><b>SUMMATIVE:</b>          NJ SmartStart Assessment 1          Link-It Assessment          HMH Unit Tests</p>	<p><b>Primary &amp; Supplementary</b></p> <ol style="list-style-type: none"> <li>HMH into Literature Grade 9 (Resources)</li> <li>HMH Writable (Text &amp; Online)</li> <li>Novels</li> <li>Commonlit.com</li> <li>NewsELA.com</li> <li>Link-It</li> <li>Open Educational Resources</li> </ol>

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.  
Use English Learners resources such as study guides, assessments and a visual glossary.

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# UNIT 6: Epic Journeys

## Big Idea: What drives us to take on a challenge?

**NJSLS:**  
 RL.9.3, RL.9.6, L.9.5.a, RL.9.4, RL.9.5, RI.9.1, RI.9.2, RI.9.3, RI.9.5, L.9.5, RL.9.10.a, W.9.3, W.9.6, SL.9.5, SL.9.6, W.9.7, W.9.8, SL.9.4, SL.9.1, W.9.5, W.9.10, RL.9.2, L.9.4.d, L.9.4, L.9.4.c, RI.9.4, L.9.4.b, L.9.1.b, L.9.1, L.9.3, RI.9.6, RL.9.1, RL.9.10, RI.9.10, W.9.2, W.9.4, SL.9.1.a–d

**21<sup>st</sup> Century Life and Careers:**  
**CRP1:** Act as a responsible and contributing citizen and employee.  
**CRP2:** Apply appropriate academic and technical skills.  
**CRP3:** Attend to personal health and financial well-being.  
**CRP4:** Communicate clearly and effectively and with reason.  
**CRP5:** Consider the environmental, social and economic impacts of decisions.  
**CRP6:** Demonstrate creativity and innovation.  
**CRP7:** Employ valid and reliable research strategies.  
**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.  
**CRP9:** Model integrity, ethical leadership and effective management.  
**CRP10:** Plan education and career paths aligned to personal goals.  
**CRP11:** Use technology to enhance productivity.  
**CRP12:** Work productively in teams while using cultural global competence.

**Technology Standards:**  
**TECH.8.1.8:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  
**TECH.8.1.8.A.CS1:** Understand and use technology systems.  
**TECH.8.1.8.A.CS2:** Select and use applications effectively and productively.  
**TECH.8.1.8.A.1:** Demonstrate knowledge of a real world problem using digital tools.  
**TECH.8.1.8.A.2:** Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.  
**TECH.8.1.8.B.CS2:** Create original works as a means of personal or group expression.  
**TECH.8.1.8.C:** Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

### Critical Knowledge and Skills

**Concept(s):**

- 1:** The ability to read a variety of text requires independence, comprehension and fluency.
  - How to use text evidence to support analysis.
  - Identify the theme or central idea of the text by analyzing the development of plot.
  - Analyze how the text's form/structure contributes to its meaning.
  - Identify how the author develops and contrasts different characters' points of view.
  - Use context clues, online, or print resources to expand vocabulary usage/understanding.
- 2:** Writing is the process of communicating in print for a variety of audiences and purposes.
  - Use clear reasons and relevant evidence to support claims in arguments.
  - Write a detailed story using a well-structured event sequence.
  - Write a report drawing on several sources to answer a question.
  - Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
  - Use evidence from the text to support your analysis, reflection, or research.
- 3:** Oral language and listening are tools for communicating, thinking, and learning.
  - Follow the rules for discussion.
  - Vary sentence structure when in a conversation.
- 4:** A media literate person can evaluate how words, images, and sounds influence a message.
  - Evaluate and understand how technology (computers, webpages, digital media reports) assists during the writing process.

**Students are able to:**

- Analyze character: epic hero
- Analyze epic poetry
- Make predictions
- Determine central idea
- Analyze ideas and events
- Evaluate graphic features
- Interpret figurative language
- Make connections
- Write an expository essay
- Participate in a collaborative discussion

**Learning Goal(s):**

1. Communicate in clear, concise language that varies in content for different audiences and purposes.
2. Comprehend, understand, analyze, critique, and respond to messages in literary and written formats.
3. Investigate, research, and synthesize information from various media sources.
4. Follow the process for writing an expository essay

**Formative/Summative Assessments**

**Primary & Supplementary**

**TECH.8.1.8.D:** Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**TECH.8.1.8.D.1:** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**TECH.8.1.8.D.4:** Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.8.E:** Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

**TECH.8.1.8.E.CS2:** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.8.F:** Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**TECH 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze and use creative skills and ideas.

**TECH 9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task

**Companion Standards:**

**SOC.9-12.1.1.1:** Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

**SOC.9-12.1.1.2:** Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

**MODIFICATIONS:**

*Advanced Learner:*

Independent research & Presentations

Frequent writing tasks

Vocabulary Study

Independent Reading

*Students with Disabilities:*

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

*English Language Learners:*

Provide hands-on activities and explanations.

**FORMATIVE:**

Guided reading/ Conferencing

Reading Response Journal

Teacher Observation

Class discussion

Homework/Classwork

**SUMMATIVE:**

NJ SmartStart Assessment 1

Link-It Assessment

HMH Unit Tests

1. *HMH into Literature Grade 9 (Resources)*

2. *HMH Writable (Text & Online)*

3. Novels

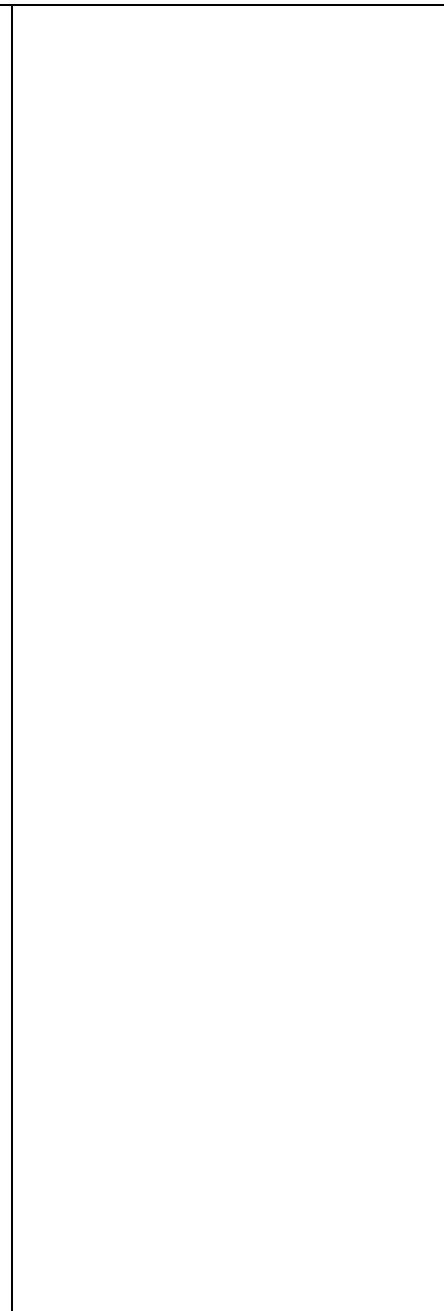
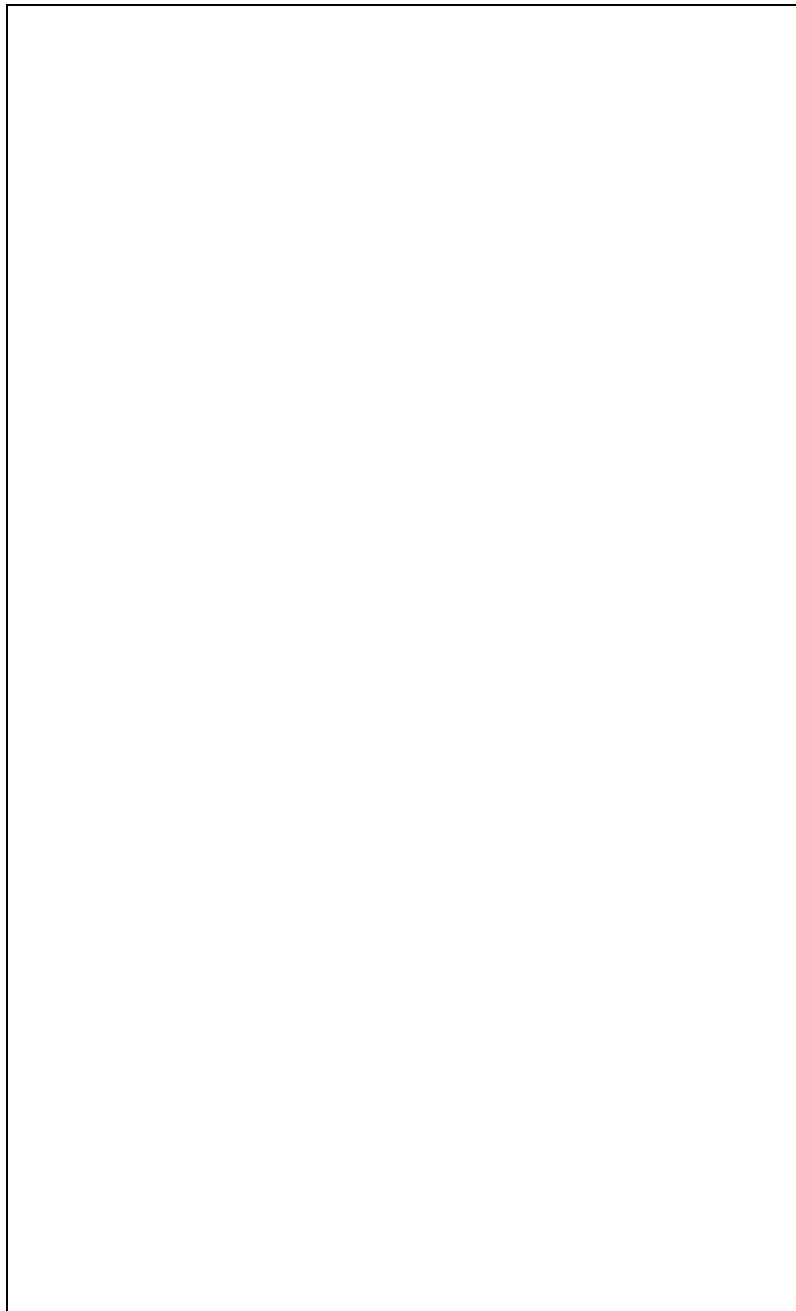
4. Commonlit.com

5. NewsELA.com

6. Link-It

7. Open Educational Resources

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).  
Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.  
Use English Learners resources such as study guides, assessments and a visual glossary.





# UNIT 7: Research Paper

## Big Idea:

**NJSLS:**  
 RL.9-10.1, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.6, RI.9-10.8, W.9-10.1, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10, L.9-10.1, L.9-10.2, D, L.9-10.3, L.9-10.5

**21<sup>st</sup> Century Life and Careers:**  
**CRP1:** Act as a responsible and contributing citizen and employee.  
**CRP2:** Apply appropriate academic and technical skills.  
**CRP3:** Attend to personal health and financial well-being.  
**CRP4:** Communicate clearly and effectively and with reason.  
**CRP5:** Consider the environmental, social and economic impacts of decisions.  
**CRP6:** Demonstrate creativity and innovation.  
**CRP7:** Employ valid and reliable research strategies.  
**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.  
**CRP9:** Model integrity, ethical leadership and effective management.  
**CRP10:** Plan education and career paths aligned to personal goals.  
**CRP11:** Use technology to enhance productivity.  
**CRP12:** Work productively in teams while using cultural global competence.

**Technology Standards:**  
**TECH.8.1.8:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  
**TECH.8.1.8.A.CS1:** Understand and use technology systems.  
**TECH.8.1.8.A.CS2:** Select and use applications effectively and productively.  
**TECH.8.1.8.A.1:** Demonstrate knowledge of a real world problem using digital tools.  
**TECH.8.1.8.A.2:** Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.  
**TECH.8.1.8.B.CS2:** Create original works as a means of personal or group expression.  
**TECH.8.1.8.C:** Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.  
**TECH.8.1.8.D:** Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**Critical Knowledge and Skills**

**Concept(s):**

**1:** The ability to read a variety of text requires independence, comprehension and fluency

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view
- Use context clues, online, or print resources to expand vocabulary usage/understand

**2:** Writing is the process of communicating in print for a variety of audiences and purposes

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

**3:** Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

**4:** A media literate person can evaluate how words, images, and sounds influence a message

- Evaluate and understand how technology (computers, webpages, digital media, on-line reports) assists during the writing process.

Students are able to:	Learning Goal(s):
<ul style="list-style-type: none"> <li>• understand the primary purpose of an academic research paper.</li> <li>• know ways to get started with the writing process.</li> <li>• understand barriers associated with writing a research paper.</li> <li>• be able to start writing a research paper</li> </ul>	<ol style="list-style-type: none"> <li>1. Communicate in clear, concise language that varies in content for different audiences and purposes.</li> <li>2. Comprehend, understand, analyze, critique, and respond to messages in literary and written formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> <li>4. Follow the process for writing</li> </ol>

Formative/Summative Assessments	Primary & Supplementary
<p><b>FORMATIVE:</b>            Teacher Observation            Class discussion            Homework/Classwork</p>	<ol style="list-style-type: none"> <li>1. Chromebook</li> <li>2. Open Educational resources</li> <li>3. Academic Research websites</li> <li>4. EBSCO Host</li> </ol>

**TECH.8.1.8.D.1:** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**TECH.8.1.8.D.4:** Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.8.E:** Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

**TECH.8.1.8.E.CS2:** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.8.F:** Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources

**TECH 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze and use creative skills and ideas.

**TECH 9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task

**Companion Standards:**

**SOC.9-12.1.3.1:** Distinguish valid arguments from false arguments when interpreting current and historical events.

**SOC.9-12.1.3.2:** Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

**SOC.9-12.1.3.3:** Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.

**SOC.9-12.1.4.2:** Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consideration appropriate use of language for task and audience.

**MODIFICATIONS:**

*Advanced Learner:*

Independent research & Presentations

Frequent writing tasks

Vocabulary Study

Independent Reading

*Students with Disabilities:*

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

*English Language Learners:*

***SUMMATIVE:***  
**Final Research Paper**

Provide hands-on activities and explanations.  
Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).  
Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.  
Use English Learners resources such as study guides, assessments and a visual glossary.

