

Pine Hill Public Schools Curriculum

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| Content Area: | | Language Arts Literacy | |
| Course Title/ Grade Level: | | English 9 Honors | |
| Unit 1: | Literary Elements, Plot, Character and The Short Story | Month: | September/October |
| Unit 2: | <i>To Kill a Mockingbird</i>; the Southern/African American Experience in the Depression: Loss of Innocence; Research | Month: | November/December/January |
| Unit 3: | Epic Poetry: Epic Heroism | Month: | January/February/March |
| Unit 4: | Drama: Fate And Free Will | Month: | April/May/June |
| BOE Approved date: | | | |
| Date Created or Revised: | | August 21, 2018 | |

| Pine Hill Public Schools Language Arts Literacy Curriculum | |
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| Unit Title: Literary Elements, Plot, Character and The Short Story | Unit #: 1 |
| Course or Grade Level: 9 CP | Length of Time: 8 weeks Marking Period 1 |
| Date Created: July 31, 2018 | BOE Approval Date: |
| Pacing | 8 weeks |
| Essential Questions | <ul style="list-style-type: none"> ● Theme: Is conflict necessary (Unit 2)? Can truth change? ● How do authors communicate? ● How do authors use literary elements to communicate? ● How do authors use textual supports to develop their thesis? ● How can we infer character from plot and literary elements? |
| Content | <ul style="list-style-type: none"> ● Plot Elements (exposition, inciting moment, rising action, climax, falling action, resolution, denouement) ● Characterization ● Conflict (Internal/External) ● Symbolism/Allegory ● Figurative Language ● Imagery ● Setting ● Irony ● Point of View ● Thesis sentences ● Make Predictions ● Author's Purpose ● Comparing Themes ● Make Inferences ● Cause and Effect ● Nouns: common, proper, concrete, abstract, countable, collective, compound, possessive, gerunds ● Verbs: principal parts of verbs, especially irregular past and past participles; simple, perfect, and progressive tenses; agreement of subject and verb, especially with collective nouns ● Writing Focus – Expository Writing, Narrative Writing |
| Skills | <ul style="list-style-type: none"> ● Identify components of a plot ● Break down story components and apply to plot map ● Identify narrative voice and point of view and apply to story ● Analyze how authors create and convey setting in the short story ● Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion ● Use textual support in written and verbal analysis ● Infer character based on text ● Analyze how characters' motives develop throughout text ● Identify literary elements |

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| | <ul style="list-style-type: none"> ● Analyze how the literary elements communicate plot, theme and purpose. ● Select a paragraph from the writing sample and identify all the verbs and nouns, all declensions ● Analyze summer reading ● Oral presentation/speaking skills |
| Writing | <p>Essential Questions: How can writing routinely allow us to practice and refine skills? How does the writing process influence the final product? How do we know what to look for and work on in revision? How can we use a rubric to help us plan and revise our writing? How should we cite textual evidence? How can we build a strong thesis</p> <p>Skills Tone Voice Audience Subject Occasion Purpose Speaker Vocabulary in Context</p> <p>Essay Requirements: <u>Informational</u>: Introduction to five paragraph essay using Informational (sharing your ideas or opinions that are backed up by facts from the text essay) with review of plagiarism, revision, grammar, portfolio assessment, peer editing, peer and teacher conference, reflective essay on writing process, and how to use database. How to use Media Specialist or Reading/Writing Specialist.</p> <p>*For Honors 9 courses additional essays should be completed by students each marking period outside of class.</p> |
| Assessments | <p><i>Units 1 & 2 Assessments in Prentice Hall Text</i> Writing about the Big Question – p. 2, p. 194 Anecdote – p. 41 Critique – p. 71 Journal Entries – p. 123 Character Profile – p. 151</p> |

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| | <p>Alternative Ending – p. 255 News Report – p. 281 Autobiographical Narrative – p. 94 Problem & Solution Essay – p. 172 Cause & Effect Essay – p. 402 Vocabulary Practice – pre/during selection Critical Thinking Questions – during/end of selection Tests – end of selection Open-ended Responses</p> <p>Benchmark Assessments Test on the skills and common core standards covered in this unit. Use PARCC Writing Rubric</p> <p>Informative Writing: Select a short story and write an essay that analyzes how a particular literary element plays a part in the essence and workings of one of the chosen stories. State your thesis clearly and include at least three pieces of evidence to support it. Possible blog sharing and feedback. And/Or: Is Montresor (from Poe’s "The Cask of Amontillado") a reliable narrator considering point of view? State the thesis clearly and cite at least three reasons from the text to support your argument. Consider literary elements such as narrative point of view, irony and symbolism. The Seminar Question may also be used as an essay topic. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog [pending pilot] in order to get feedback from your classmates.</p> |
| <p>Interventions / differentiated instruction</p> | <p>Modifications/ Accommodations</p> <ul style="list-style-type: none"> ● Extended time for completion of assignments or tests ● Additional time for reading assignments ● Time for repeated review or drill ● Small groups ● Reduction of paper/pencil tasks ● Shortened assignments ● Assignment notebooks ● Study sheets/summary sheets/outlines of most important facts ● Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) ● Visual demonstrations ● Presentation of material in small steps ● Read or paraphrase subject matter ● Instructions/directions given in different channels (written, spoken, demonstration) ● Visual or multisensory materials ● Functional level materials ● Mnemonic aids/devices ● Overhead/outline for desk use ● Credit for class participation, effort and attendance ● Additional time for test preparation |

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| | <ul style="list-style-type: none"> ● Review/testing matched to student pace ● Test directions read/explained thoroughly ● Oral, short-answer, modified tests ● Tutoring assistance (peer, pal, teacher, etc.) ● Emphasis on successes <ul style="list-style-type: none"> ● Graphic Organizers ● CITW strategies ● Peer editing, think/pair/share, small group ● Include strategies aimed at assisting English Language Learners <p>~How to develop a lesson plan that includes Ells : http://www.colorincolorado.org/educators/content/lessonplan</p> <p>~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010, http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews</p> |
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| <p>Inter-disciplinary Connections</p> | <p>Art, Speaking and Listening</p> <ul style="list-style-type: none"> ● How do artists create narratives? Select two works of art to view as a class. Compare the two works, focusing the discussion on the relationship between character and setting, and on how the artists combined these to suggest a narrative. ● Look at a photograph, painting, or magazine ad for at least three minutes. On a piece of paper, draw two intersecting lines to make four squares: People, places, things and ideas. In each square, list what you have seen by category. Discuss how each informs setting |
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| <p>Lesson Resources</p> | <ul style="list-style-type: none"> ● Fiction & Nonfiction Selections labeled as both “Less Challenging” and “More Challenging” from Units 1 & 2 of Prentice Hall 9th Grade Textbook Relevant textual aids from Scholastic <i>UpFront</i> Magazine Informational Texts ● Novel Student AR Selections Laurie Halse Anderson’s <i>Speak</i> <i>Optional: Markus Zusak’s The Book Thief</i> ● Art Pablo Picasso, <i>Young Acrobat on a Ball</i> (1905) Tina Barney, <i>Marina’s Room</i> (1987) ● Music <i>Night on Bald Mountain</i> |
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New Jersey Student Learning Standards

Grade 9
Standard: Reading Standards for Literature

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| <p>Strand(s): Reading Literature Writing Speaking and Listening Language</p> | |
| <p>Subgroup: RL: Key Ideas and Details</p> | <p>RL 9-10.1: Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL 9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.</p> <p>RL 9-10.3: Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL9-10.5 5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>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 such effects as mystery, tension, or surprise.</p> <p>W9-10.6: Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> |
| <p>Subgroup Writing</p> | <p>W9-10. 2a,b,c,d,e,f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> |
| <p>Subgroup: Speaking and Listening</p> | <p>SL9-10.1a,b,c,d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>L9-10.1a,b: Demonstrate command of the</p> |

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| Subgroup: Language | <p>conventions of Standard English grammar and usage when writing or speaking.</p> <p>L9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <p>L9-10.4 a.b.c.d Determine clarify of the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.</p> <p>L9-10.5a,b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> |
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21st Century Themes

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| | Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | | Civic Literacy | | Health Literacy |
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21st Century Skills

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| x | Creativity and Innovation | | Critical Thinking and Problem Solving | x | Communication and Collaboration | | Information Literacy |
| x | Media Literacy | | ICT Literacy | | Life and Career Skills | | |
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8.1 Educational Technology: 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.

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| Strand: | Content Statement: | Indicator: |
| 9-12 A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations</i> | Understand and use technology systems. | 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| | Select and use applications effectively and productively. | 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| B. Creativity and Innovation: | Apply existing knowledge to generate new ideas, products, | 8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial. |

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| <p><i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i></p> | <p>or processes. Create original works as a means of personal or group expression.</p> | |
| <p>C. Communication and Collaboration: <i>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</i></p> | <p>Contribute to project teams to produce original works or solve problems.</p> | <p>8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> |
| <p>D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i></p> | <p>Advocate and practice safe, legal, and responsible use of information and technology.</p> | <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> |
| <p>E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i></p> | <p>Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. Process data and report results.</p> | <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.</p> |
| <p>F: Critical thinking, problem solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i></p> | <p>Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.</p> | <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p> |

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| <p>Pine Hill Public Schools Language Arts Curriculum</p> | |
| <p>Unit Title: <i>To Kill a Mockingbird</i> and the Southern/African American Experience in the Depression: Loss of Innocence; Research</p> | <p>Unit #: 2</p> |
| <p>Course or Grade Level: 9 Honors</p> | <p>Length of Time: Marking Period 2</p> |
| <p>Date Created: July 31, 2018</p> | <p>BOE Approval Date:</p> |

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| Pacing | 6 - 8 weeks |
| Essential Questions | <ul style="list-style-type: none"> ● What are the connections between history and literature? ● How do authors use literary devices to convey theme? ● How do we infer character and character development based on text? ● What is loss of innocence? ● How does narrative point of view inform meaning? |
| Content | <ul style="list-style-type: none"> ● Historical Context ● Themes: coming of age, loss of innocence, injustice/justice, racism ● Symbolism ● Imagery ● Dialect ● Point of view ● Hyperbole ● Setting ● Tone ● Suspense ● Make Inferences ● Make Predictions ● Characterization and analysis ● External/internal conflict ● Plot ● Writing Focus – Literary Analysis |
| Skills | <ul style="list-style-type: none"> ● Make connections between history with text ● Infer and justify theme based on textual literary elements ● Infer characterization based on text with textual proof ● Identify literary elements in text ● Connect literary elements to theme ● Identify character conflict and provide textual support ● Improve vocabulary using complex sentence structure and parallelism. Review commas with adjective in a series and subordinate clauses. Select a nonfiction passage and highlight all the commas that are used in a series or for subordinate clauses. ● Make predictions based on text ● Write analytical essays analyzing theme with textual and historical support |
| Writing | <p>Essential Questions:</p> <p>How can writing routinely allow us to practice and refine skills?</p> <ul style="list-style-type: none"> ● How does the writing process influence the final product? ● How do we know what to look for and work on in revision? ● How can we use a rubric to help us plan and revise our writing? ● How should we cite textual evidence? <p>Skills</p> |

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| | <p>Review skills learned from Unit 1 Introduce new skills Bias Reliable sources vs unreliable Fact/Opinion Introduction of in text citations Introduce quotes Annotation for research</p> <p>Writing Requirements Overview: Using skills learned from Informational essay, students write Expository essay due during the beginning of 2nd marking period and at the end of 2nd marking period students begin to learn process of research paper. Final research paper is due during the 3rd marking period.</p> <p>Essay Requirement : <u>Expository Essay:</u> students are familiar with expectations of five paragraph essay and will now begin to write Expository essay (paper based on facts, free from prejudice/bias and opinion.) Using skills and techniques from marking period 1: In-text citations with at least two per essay with proper introduction, plagiarism, revision, grammar, portfolio assessment, peer editing, peer and teacher conference, reflective essay on writing process, and how to use database. How to use Media Specialist or Reading/Writing Specialist</p> <p><u>Research Paper - 1</u> - start beginning of 2nd marking period and due at the end of 3rd marking period. In-text citations with at least two per essay with proper introduction, plagiarism, revision, grammar, portfolio assessment, peer editing, peer and teacher conference, reflective essay on writing process, and how to use database. How to use Media Specialist or Reading/Writing Specialist</p> |
| <p>Assessments</p> | <p><i>To Kill a Mockingbird Assessments</i></p> <ul style="list-style-type: none"> ● Essay: Compare/contrast, analytical: Compare/contrast the film version with the book. Describe whether the film version is faithful to the novel focusing on the theme of loss of innocence. Cite evidence for why or why not, explaining why you think the film’s director chose to omit or emphasize certain events. State your these clearly and include at least three pieces of evidence to support your thesis. AND/OR: ● Essay: Informative Writing: Select a quotation from one of the characters in <u>To Kill A Mockingbird</u> and write an informative/explanatory essay that explains what the quotation reveals about the theme of loss of innocence in the book. State your thesis clearly and include at least three pieces of evidence to support it. ● Essay: Racism and prejudice; how do they affect the plot of the novel? ● Discussion: Is Scout a reliable narrator? Why/why not? Be sure to include at least three |

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| | <p>reasons or illustrative examples from the text to support your thesis. You may be given an opportunity to share your initial thoughts on a classroom blog in order to get feedback from your classmates.</p> <ul style="list-style-type: none"> ● Tests/quizzes ● Short Answer responses ● Political analysis on modern day and historical racism ● Original poem/story based on highlighted theme ● Vocabulary Practice – pre/during selection ● Critical Thinking Questions – during/end of selection ● Tests – end of selection ● Open-ended Responses <p><i>Accelerated Reader Quizzes</i> <i>To Kill a Mockingbird</i> & Independent Reading</p> <p><i>Benchmark Assessments</i> Test on the skills and common core standards covered in this unit. Use 4 and 6 point NJ Holistic Scoring Rubric.</p> |
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| <p>Interventions/ Differentiated Instruction</p> | <p>Modifications/ Accommodations</p> <ul style="list-style-type: none"> ● Extended time for completion of assignments or tests ● Additional time for reading assignments ● Time for repeated review or drill ● Small groups ● Reduction of paper/pencil tasks ● Shortened assignments ● Assignment notebooks ● Study sheets/summary sheets/outlines of most important facts ● Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) ● Visual demonstrations ● Presentation of material in small steps ● Read or paraphrase subject matter ● Instructions/directions given in different channels (written, spoken, demonstration) ● Visual or multisensory materials ● Functional level materials ● Mnemonic aids/devices ● Overhead/outline for desk use ● Credit for class participation, effort and attendance ● Additional time for test preparation ● Review/testing matched to student pace ● Test directions read/explained thoroughly ● Oral, short-answer, modified tests ● Tutoring assistance (peer, pal, teacher, etc.) ● Emphasis on successes |
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| | <ul style="list-style-type: none"> ● Graphic Organizers ● Peer editing/enhanced text/essays ● Technology assistance in mechanics ● Blogging/shared analysis ● CITW strategies |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> ● PBS Documentary about Scottsboro Boys (History), original text (Martin Luther King Jr) ● Historical nonfiction ● Blogging/shared analysis ● Historical speeches, photography |
| Lesson Resources | <ul style="list-style-type: none"> ● Novel <i>To Kill a Mockingbird</i> (Harper Lee) ● Additional Resources <ul style="list-style-type: none"> -“I Know Why The Caged Bird Sings” (Maya Angelou) -PBS Documentary on Scottsboro Boys -Brother, Can You Spare a Dime? The Great Depression of 1929-1933 (Milton Melzer) -Poets: Hughes, Langston, Angleou, Maya, Brooks, Gwendolyn -ART: “America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945” (Library of Congress) -Selected photographs by Dorothea Lange, taken for the Farm Security Administration -FILM: 1962 film version of <i>To Kill a Mockingbird</i> |

New Jersey Student Learning Standards

Grade: 9

Strand(s): Reading Literature

Subgroup: Key Ideas and Details

Standard #

Strand: Reading Informational Text

RL.9-10.1: Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL 9-10.2: Determine a theme or central idea of a text and analyze in 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.

RIT.9-10.3: Analyze how the author unfolds an

| <u>21st Century Themes</u> | | | | | | | |
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| | Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | | Civic Literacy | | Health Literacy |
| <u>21st Century Skills</u> | | | | | | | |
| | Creativity and Innovation | | Critical Thinking and Problem Solving | | Communication and Collaboration | | Information Literacy |
| | Media Literacy | | ICT Literacy | | Life and Career Skills | | |

8.1 Educational Technology: 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.

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| <p>Strand:</p> <p>9-12</p> <p>A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations</i></p> <p>B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i></p> <p>C. Communication and Collaboration: <i>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</i></p> <p>D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i></p> | <p>Content Statement:</p> <p>Understand and use technology systems.</p> <p>Select and use applications effectively and productively.</p> <p>Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.</p> <p>Contribute to project teams to produce original works or solve problems.</p> <p>Advocate and practice safe, legal, and responsible use of information and technology.</p> | <p>Indicator:</p> <p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> |
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| <p><i>E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</i></p> <p><i>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.</i></p> | <p>Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. Process data and report results.</p> <p>Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.</p> | <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p> |
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| Pine Hill Public Schools Language Arts Curriculum | |
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| Unit Title: Epic Poetry: Epic Heroism | Unit #: 3 |
| Course or Grade Level: 9 Honors | Length of Time: Marking Period 3 |
| Date Created: 7/31/18 | BOE Approval Date: |
| Pacing | 6-8 weeks |
| Essential Questions | <ul style="list-style-type: none"> ● Do heroes have responsibilities? ● What is an epic hero and epic heroism? ● What is an epic poem? ● Why do myths matter? |
| Content | <ul style="list-style-type: none"> ● Epic poetry ● Epic heroism ● Greek myths & inferred societal values ● Components of epic poetry ● Extended/epic metaphors/similes ● Conjunctions: coordinating and subordinating |
| Skills | <ul style="list-style-type: none"> ● Identify and explain the elements of an epic poem |

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| | <ul style="list-style-type: none"> ● Identify and explain the elements of an epic hero ● Analyze the relationship between myths and epic poetry ● Analyze the relationship between myths and societal values ● Infer the values of ancient Greek culture and gods based on myth and text ● Hone effective listening skills during oral presentations and class discussions ● Identify the extended/epic metaphors and similes in epic poetry ● Identify and explain alliteration in epic poetry ● MLA research paper writing techniques; introduce MLA format and begin research <p>Terminology/Literary Elements:</p> <ul style="list-style-type: none"> ● epic hero ● epic poem ● myth ● extended metaphor and simile ● allusion ● archetype ● chronological order ● oral tradition ● heroic couplet ● thesis statement ● evidence ● Writing Focus – Compare & Contrast, MLA style |
| Writing | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can writing routinely allow us to practice and refine skills? ● How does the writing process influence the final product? ● How do we know what to look for and work on in revision? ● How can we use a rubric to help us plan and revise our writing? ● How should we cite textual evidence? <p>Skills</p> <p>Tone Voice Audience Subject Occasion Purpose Speaker Vocabulary in Context Bias Reliable sources vs unreliable Fact/Opinion Introduction of in text citations Introduce quotes Annotation for research</p> |

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| | <p><u>Research Paper</u> – continue from 2nd marking period and due at the middle of 3rd marking period. Continue to build on skills from 2nd marking period. Emphasis during 3rd marking on revision, editing, grammar etc.</p> <p><u>Compare and Contrast and Cause and Effect</u> For Papers 2 and 3 of 3rd marking period select one of the other three styles and write paper two Compare and Contrast and paper three Cause and Effect, at this point papers can be assigned and completed at home for essay 2 and 3 during this marking period. Small introductions for format of Cause and Effect and Compare and Contrast will be warranted.</p> <p>*For Honors 9 courses additional essays should be completed by students each marking period outside of class.</p> |
| <p>Assessments</p> | <p><i>Units 6 Assessments in Prentice Hall Text</i> Epic Simile – p 1087 Compare & Contrast -p 1193, 1243, 1235 Research Writing – p 977,1002, 1007-1010 Analyze Primary sources – p 1210</p> <ul style="list-style-type: none"> ● Creative project: Write an original epic poem, song or comic book based on the elements of an epic poem and with an epic hero demonstrating understanding of all the components. Present information to the class. ● Select a passage and identify all the conjunctions. Explain what kind they are and why they are used. ● Compare & contrast essay: Compare the treatment of epic heroism in the Odyssey with its treatment in one contemporary nonfiction account. Include at least three pieces of evidence to support your thesis. ● Compare & contrast <i>Odyssey</i> to film <i>Oh Brother Where Art Thou</i> ● Art: Describe the painting <i>Icarus</i>. Is Icarus an epic hero? Why/why not? ● Music: Holst’s the Planets, Jupiter. How does Holst convey the qualities of an epic hero in his music? Is music an effective way of conveying these qualities? Why/why not? ● Discussions/Seminar: How do the roles of gods inform the ancient heroes? Would they have been epic heroes without gods? Why/why not? <p><i>Accelerated Reader Quizzes</i> Independent Reading</p> <p><i>Benchmark Assessments</i> Test on the skills and common core standards covered in this unit. Use PARCC Writing Rubric.</p> |

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| Interventions / differentiated instruction | Modifications/ Accommodations <ul style="list-style-type: none"> ● Extended time for completion of assignments or tests ● Additional time for reading assignments ● Time for repeated review or drill ● Small groups ● Reduction of paper/pencil tasks ● Shortened assignments ● Assignment notebooks ● Study sheets/summary sheets/outlines of most important facts ● Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) ● Visual demonstrations ● Presentation of material in small steps ● Read or paraphrase subject matter ● Instructions/directions given in different channels (written, spoken, demonstration) ● Visual or multisensory materials ● Functional level materials ● Mnemonic aids/devices ● Overhead/outline for desk use ● Credit for class participation, effort and attendance ● Additional time for test preparation ● Review/testing matched to student pace ● Test directions read/explained thoroughly ● Oral, short-answer, modified tests ● Tutoring assistance (peer, pal, teacher, etc.) ● Emphasis on successes ● Graphic Organizers ● CITW strategies ● Peer editing, think/pair/share, small group ● Include strategies aimed at assisting English Language Learners <p>~How to develop a lesson plan that includes Ells : http://www.colorincolorado.org/educators/content/lessonplan ~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010, http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews</p> |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> ● Blog entries for discussions (technology) ● Art and music, history, geography, myth. |
| Lesson resources | Prentice Hall Literature book Unit 6 “The Odyssey,” Homer Relevant textual aids from Scholastic <i>UpFront</i> Magazine Informational Texts <ul style="list-style-type: none"> ● Novel <i>Old Man and The Sea</i> by Ernest Hemingway Student AR Selections |

Enrichment: "The Devious Narrator of The Odyssey," Scott Richardson

ART:

Relief Plaque (ca. 450 BCE)

Icarus

MUSIC:

Henry Purcell, Dido and Aeneas (1689)

New Jersey Student Learning Standards

Grade: 9

Strand(s): Reading Literature

Subgroup: Key Ideas and Details

Standard 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; 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.

RI.9-10.7: Analyze various perspectives as presented in different mediums (e.g., a person's life story told in both print and multimedia), determining which details are emphasized in each account.

Subgroup: Integration of Knowledge and Ideas

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

STRAND: Writing

Subgroup: Research to Build and Present Knowledge

W9-10.6: Use technology, including internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W9-10.7 Conduct short as well as more sustained research projects to answer a 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.

W9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advance searches effectively; assess the usefulness of each source in answering the research question; integrate

STRAND: Speaking and Listening
Subgroup: Comprehension and Collaboration

STRAND: Language
Subgroup: Conventions of Standard English

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).

SL9-10.1a,b,c,d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

L9-10.1a,b: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

L9-10.4 a.b.c.d Determine clarify of the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

L9-10.5a,b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

L.9-10.1a,b: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

L9-10.4 a.b.c.d Determine clarify of the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

L9-10.5a,b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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| <u>21st Century Themes</u> | | | |
| Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy Health Literacy |
| <u>21st Century Skills</u> | | | |
| Creativity and Innovation | | Critical Thinking and Problem Solving | Communication and Collaboration Information Literacy |
| Media Literacy | | ICT Literacy | Life and Career Skills |

8.1 Educational Technology: 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.

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| <p>Strand:</p> <p>9-12</p> <p>A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations</i></p> <p>B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i></p> <p>C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a</i></p> | <p>Content Statement:</p> <p>Understand and use technology systems.</p> <p>Select and use applications effectively and productively.</p> <p>Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.</p> <p>Contribute to project teams to produce original works or solve problems.</p> | <p>Indicator:</p> <p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> |
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| <p><i>distance, to support individual learning and contribute to the learning of others</i></p> <p>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>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.</p> | <p>Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. Process data and report results.</p> <p>Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.</p> | <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p> |
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| Pine Hill Public Schools | |
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| Language Arts Literacy Curriculum | |
| Unit Title: Drama: Fate And Free Will | Unit #: 4 |
| Course or Grade Level: 9 Honors | Length of Time: Marking Period 4 |
| Date Created: July 31, 2018 | BOE Approval Date: |
| Pacing | 6 weeks |
| Essential Questions | <ul style="list-style-type: none"> ● Big Question Unit 5: Do our differences define us? ● What is the difference between fate and free will? ● How does the playwright use dramatic irony for effect? ● What is tragedy and comedy? ● What are the elements of drama? ● How do authors communicate character and theme with dialogue? |
| Content | <ul style="list-style-type: none"> ● Summarize |

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| | <ul style="list-style-type: none"> ● Use Textual Aids ● Paraphrase ● Identify Cause & Effect ● Draw Conclusions ● Dialogue & Stage Directions ● Evaluate Sources ● Blank Verse ● Dramatic Speeches ● Dramatic Irony ● Tragedy and Motive ● Comparing Archetypal Themes ● Comedy ● Comparing Satire ● Participles & Participial Phrases ● Revising |
| Skills | <ul style="list-style-type: none"> ● Identify and explain the elements of drama in general, Shakespearean drama in particular ● Explain the structure of plot(s) and describe the dramatic techniques the playwright uses to advance them. ● Trace the development of major and minor characters and explain how characterization via dialogue advances the plot or theme. ● Analyze and identify the playwrights' use of irony and connect to theme. ● Identify poetic elements used in <i>Romeo and Juliet</i> and explain their effect. ● Complete research and writing of MLA paper/presentation |
| Writing | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can writing routinely allow us to practice and refine skills? ● How does the writing process influence the final product? ● How do we know what to look for and work on in revision? ● How can we use a rubric to help us plan and revise our writing? ● How should we cite textual evidence? <p>Skills</p> <p>Tone Voice Audience Subject Occasion Purpose Speaker Vocabulary in Context Bias</p> |

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| | <p>Reliable sources vs unreliable Fact/Opinion Introduction of in text citations Introduce quotes Annotation for research Pathos Logos Ethos Rhetorical Questions</p> <p>Writing Requirements:</p> <p><u>Persuasive:</u> In this essay the student is to convince the reader to accept a particular point of view on a specific action. Review the concepts of ethos,pathos,logos.</p> <p><u>Analysis:</u> Character/theme or teacher’s choice</p> <p>*For Honors 9 courses additional essays should be completed by students each marking period outside of class.</p> |
| <p>Assessments</p> | <p><i>Unit 5 Assessments in Prentice Hall Text</i> Writing about the Big Question – p. 778 Editorial – p. 933 Persuasive Letter – p. 933 Play – p. 977 Research Report – p. 1002 How-to-Essay- p. 960 Staged Performance – p. 934 Mock Trial – p. 934 Film Review – p. 935 Multimedia Presentation- p. 935 Vocabulary Practice – pre/during selection Critical Thinking Questions – during/end of selection Tests – end of selection Open-ended Responses</p> <p><i>Accelerated Reader Quizzes</i> <i>Romeo & Juliet</i> and Independent Reading</p> <p><i>Benchmark Assessments</i> Test on the skills and common core standards covered in this unit. Use 4 and 6 point NJ Holistic Scoring Rubric.</p> |

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| | <p><i>Creative Project</i> Rewrite scene from play in modern English and act out in front of class. Create a storyboard, soundtrack, film, etc. for the play</p> <p><i>Performance</i> Select a passage or scene and act it out in front of the class. Read Shakespearean language aloud with the class.</p> <p><i>Research</i> Power Point presentation of information researched. Stress citations and sources of reference.</p> <p><i>Inquiry-Based Learning Project</i> See resources from Rowan Literacy Consortium. Students ask questions about larger issues within the play, investigate and research information, synthesize information in graphic organizers, and design a multimedia presentation on their findings and relating findings to the characters in the play.</p> |
| <p>Interventions/ Differentiated Instruction</p> | <p>Modifications/ Accommodations</p> <ul style="list-style-type: none"> ● Extended time for completion of assignments or tests ● Additional time for reading assignments ● Time for repeated review or drill ● Small groups ● Reduction of paper/pencil tasks ● Shortened assignments ● Assignment notebooks ● Study sheets/summary sheets/outlines of most important facts ● Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) ● Visual demonstrations ● Presentation of material in small steps ● Read or paraphrase subject matter ● Instructions/directions given in different channels (written, spoken, demonstration) ● Visual or multisensory materials ● Functional level materials ● Mnemonic aids/devices ● Overhead/outline for desk use ● Credit for class participation, effort and attendance ● Additional time for test preparation ● Review/testing matched to student pace ● Test directions read/explained thoroughly ● Oral, short-answer, modified tests ● Tutoring assistance (peer, pal, teacher, etc.) ● Emphasis on successes <ul style="list-style-type: none"> ● Graphic Organizers ● CITW strategies ● Peer editing, think/pair/share, small group |

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| | <ul style="list-style-type: none"> ● Include strategies aimed at assisting English Language Learners ~How to develop a lesson plan that includes Ells : http://www.colorincolorado.org/educators/content/lessonplan ~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010, http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews |
| Inter-disciplinary Connections | <p>Art, History Geography History of Theatre (Shakespearean) Set up of physical theatre with diagrams (Globe) Historical Context – Shakespearean England & 15th Century Italy</p> |
| Lesson Resources | <ul style="list-style-type: none"> ● Drama Selections from Unit 5 of Prentice Hall 9th Grade Textbook <i>Romeo and Juliet</i> – may read in part or use textual aids/other versions Relevant textual aids from Scholastic <i>UpFront</i> Magazine Informational Texts ● Novel Begin <i>Anthem</i> (Ayn Rand) Student AR Selections ● Additional Resources -“The Visual Artistry of Romeo and Juliet” -Recommended: Graphic Novel version of <i>Romeo and Juliet</i> (text accurate) -Franco Zeffereilli’s film <u>Romeo & Juliet</u>, Baz Luhrmann’s <u>Romeo & Juliet</u> |

New Jersey Student Learning Standards

**Grade 9
STANDARDS**

Strand: Reading Literature

Subgroup: RL: Key Ideas and Details

Standard 1:

Craft and Structure

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.

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).

Integration of Knowledge and Ideas

RL.9-10.9: Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and

STRAND: Reading Standards for Informational

STRAND: Writing
SUBGROUP: Text Types and Purposes

STRAND: Speaking and Listening
SUBGROUP: Comprehension and Collaboration

transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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.

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.

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

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

W9-10.7 Conduct short as well as more sustained research projects to answer a 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.

W9-10.8 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).

W9-10.6: Use technology, including internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

STRAND: Language
SUBGROUP: Conventions of Standard English
SUBGROUP: Vocabulary Acquisition and use

SL9-10.1a,b,c,d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

L9-10.1a,b: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

L9-10.4 a.b.c.d Determine clarify of the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

L9-10.5a,b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

21st Century Themes

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| x | Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | | Civic Literacy | | Health Literacy |
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21st Century Skills

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| x | Creativity and Innovation | x | Critical Thinking and Problem Solving | x | Communication and Collaboration | | Information Literacy |
| x | Media Literacy | | ICT Literacy | | Life and Career Skills | | |

8.1 Educational Technology: 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.

| Strand: | Content Statement: | Indicator: |
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| <p>9-12 A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations</i></p> | <p>Understand and use technology systems.</p> <p>Select and use applications effectively and productively.</p> | <p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> |
| <p>B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i></p> | <p>Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.</p> | <p>8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> |
| <p>C. Communication and Collaboration: <i>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</i></p> | <p>Contribute to project teams to produce original works or solve problems.</p> | <p>8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> |
| <p>D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i></p> | <p>Advocate and practice safe, legal, and responsible use of information and technology.</p> | <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> |
| <p>E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i></p> | <p>Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. Process data and report results.</p> | <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.</p> |
| <p>F: Critical thinking, problem solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using</i></p> | <p>Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete</p> | <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p> |

appropriate digital tools and resources.

a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.