

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT

English 10 Curriculum Guide

Pacing Guide: English 10 is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

Literature: Choose at least five-six of the following literary pieces to be completed by the end of the year. Each text should be completed in 2-6 weeks depending on the difficulty and length. Students will be reading throughout the entire school year. Pacing for each text is listed below.

- *A Raisin in the Sun*(2-6 weeks-assessment)
- *The Pearl* (2-6 weeks-assessment)
- *The Old Man and the Sea*(2-6 weeks-assessment)
- *A Separate Peace*(2-6 weeks-assessment)
- *Julius Caesar*(2-6 weeks-assessment)
- *A Midsummer Night's Dream*(2-6 weeks-assessment)
- *All My Sons*(2-6 weeks-assessment)
- *The Glass Menagerie*(2-6 weeks-assessment)
- *Fiddler on the Roof* (2-6 weeks-assessment)
- *The Boy in the Striped Pajamas*(2-6 weeks-assessment)
- *The Red Badge of Courage* (2-6 weeks-assessment)
- *Tuesdays with Morrie* (2-4 weeks-assessment)

Commonly misused words(4-7 days-assessment))) review section for transfer to Writing Vocabulary:

Units 1-15 word lists from the vocabulary textbook; 1 unit per week for a total of 15 weeks; 4 units per marking period (1-3) and 3 units during the last marking period-all units are assessed

Writing:

Persuasive Writing: should be reviewed and assessed over the course of a marking period.

Narrative Writing: should be reviewed and assessed over the course of a marking period.

The Research Paper- 8 weeks-the paper is the assessment

Career Project-1 week-the project is the assessment

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21st Century Life and Careers	Have students work on a career project in which they understand how an English degree can help to attain their career goals.
Evaluating Information:	9.4.12.IML.2-Evaluate for timeliness, accuracy, perspective, credibility of the source and relevance of the information, in media, data, or other resources. 9.4.12.IML.8-Evaluate media sources for point of view, bias, and motivations.
Argumentative Writing:	9.4.12.IML.7- Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
Digital Citizenship:	9.4.12.DC.1- Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.7- Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society. 9.4.12.GCA.1- Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
Critical Thinking & Problem Solving:	9.4.12.CI.1-Demonstrate the ability to reflect, analyze and use creative skills and ideas. 9.4.12.CT.1-Identify problem solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2-Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
Creativity & Innovation:	9.4.12.CI.3-Investigate new challenges and opportunities for personal growth, advancement, and transition
Career Ready Practices:	CRP1-Act as a responsible contributing citizen and employee CRP2-Apply appropriate academic and technical skills CRP4-Community clearly and effectively and with reason CPR5-Consider the environment, social and economic impacts of decisions CPR6-Demonstrate creativity and innovation

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	<p>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 advance productivity</p>
<p>Technology Standards</p> <p>8.1 Educational Technology</p>	<p>Use technology when researching for literature and writing papers including the Research Paper and the Career Project</p> <p>8.1.12.IC.1- Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices (<i>Knowledge, Acquisition and Researching AND Literary Themes</i>).</p> <p>8.2.12.ITH.3 - Analyze the impact that socialization, social media, and access to open source technologies has had on innovation and on societies economy, politics, and culture.</p> <p>8.2.12.ETW.3- Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.</p>

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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Incorporate challenging assessments ● Open forums and debates in the classroom regarding controversial issues ● Utilize advanced materials and resources to meet the needs of student ● Competitive and collaborative projects ● Independent projects requiring research skills for assessing information ● Anchor activities ● Advanced discussion techniques ● Set individual goals ● Multimedia projects that relate to student interests and apply to the curriculum ● Extra answer choices on multiple choice assignments to allow for critical thinking 	<p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Modified in-class assignments ● Building background information ● Simplifying language for presentation ● Internet bilingual dictionaries during class and during assignments ● Word banks for tests and quizzes ● Developing content area vocabulary ● Extended time for all assessments ● Use of graphic organizers ● Internet text translators ● Simplification of requirements ● Access to teacher designated PowerPoint presentation and notes ● Concept development ● Collaboration between ESL and classroom teachers ● Pair novice ELL students with advanced ELL students ● Simplification or exemption from particular assignments ● Audio and visual media provided to aid comprehension ● Daily positive reinforcement ● Set/post class rules 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● In-Class-Support ● Graphic Organizers ● Provide study guides/lesson outlines ● Extended time on assessments ● Research guides ● Analogies ● Highlighting/underlining ● Note-taking guides ● Cue cards ● Establish timelines ● Clarify assignments, directions, instructions ● Chapter/lecture notes ● Assistive technology ● Provide computer programs to assist with written assignments ● Highlight key vocabulary ● Model skills/techniques ● Parent/teacher communication ● Provide books on tape/CD/digital media as requested by student when appropriate ● Assign peer helper in class 	<p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Intervention and Referral Team (I&RS) in –house strategies for teachers ● Extra textbooks at home ● Extended time for assignments ● Highlight key vocabulary ● Pair visual prompts with verbal presentations ● Model skills/techniques ● Modify assignments ● Preferential seating as noted by student and teacher ● Parent/teacher communication ● Provide books on tape/CD/digital media as requested by the student when appropriate ● Assign peer helper in class ● Pair visual prompts with verbal presentations ● Repetition and practice ● Provide copy of class notes ● Use computers to complete assignments as requested by student ● Provide verbal reminder of assignment ● Check student independent work ● Assist student with planning of assignment

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<ul style="list-style-type: none"> ● Multi-level learning stations for meaningful independent work that extends topics and ideas 	<ul style="list-style-type: none"> ● Group work incorporating sentence structure and punctuation <p>Modifications for Homework/Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete homework ● Internet text translators ● Use of graphic organizers ● Modified homework assignments ● Internet bilingual dictionaries ● Provide student with clearly stated and written expectations and grading criteria for homework ● Frequent reminders using Google Classroom <p>Modification for Assessments:</p>	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Provide verbal reminder of assignments ● Check student independent work ● Assist student with planning of assignments ● Simplification or exemption from particular assignments ● Preferential seating ● Communication and collaboration with 504 Coordinator and Child Study Team <p>Modifications for Homework:</p> <ul style="list-style-type: none"> ● Extended time to complete homework ● Simplify complicated assignments into smaller units in phases as needed by student ● Modified homework ● Provide student with clearly stated and written expectations and grading criteria for assignments ● Frequent reminders using Google Classroom <p>Modification for Assessments:</p>	<ul style="list-style-type: none"> ● Assist with technology <p>Modifications for Homework:</p> <ul style="list-style-type: none"> ● Extended time to complete homework ● Simplify complicated assignments into smaller units in phases as needed by student ● Provide student with clearly stated and written expectations and grading criteria for assignments ● Frequent reminders using Google Classroom <p>Modification for Assessments:</p> <ul style="list-style-type: none"> ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Provide study guides for classroom tests ● Establish procedures for accommodations/modifications for assessments ● Modify answer choices ● Email parent/guardian to remind child at home to study for test
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	<ul style="list-style-type: none"> ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Establish procedures for accommodations/modifications for assessments ● Grade + Effort <p style="text-align: center;">Resources</p> <p style="text-align: center;">WIDA Standards</p> <ul style="list-style-type: none"> ● Standard 1: Social and Instructional Language ● Standard 2: The language of Language Arts ● Standard 3: The language of Mathematics ● Standard 4: The language of Science ● Standard 5: The language of Social Studies 	<ul style="list-style-type: none"> ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Provide study guides for classroom tests ● Establish procedures for accommodations/modifications for assessments 	
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CONTENT: ELA-Literature, English 10			
Theme: Fiction and Non-fiction/Informational Text			
Essential Questions: How can a student develop fluency when reading? Which situations call for a student employ a different reading strategy? How can literature incorporate vocabulary and concept development lessons? How can fiction and non-fiction/informational text sources exercise comprehension skills as well as level of response to text? How can a student fortify inquiry and research skills in preparation for future use?			
<p>Content : <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> ● How to read fiction and non-fiction/informational text for understanding ● How to analyze fiction and non-fiction/informational text ● How to identify and process important information ● How to incorporate background information such as historical events that pertain to the literary piece ● How to engage in study of genre-based literature ● How to interpret classic novels, plays, short stories, and various literary selections from numerous time periods ● How to demonstrate proficiency in reading comprehension skills 	<p>Skills : <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> ● Identify central ideas ● Analyze characters ● Recognize inferences ● Identify persuasive techniques ● Note writer’s style ● Recognize patterns of organization ● Identify point of view ● Predict based on foreshadowing clues ● Identify elements of the novel ● Identify the literary tools used in poetry ● Recognize imagery, irony, symbolism in literary works ● Interpret the elements of the short story ● Use a graphic organizer to outline plot 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <p>SUMMATIVE</p> <ul style="list-style-type: none"> ● Unit tests ● Essay tests <p>BENCHMARK</p> <ul style="list-style-type: none"> ● Oral tests ● Journal Writing ● Poetry Writing ● Reading Checks ● Daily Review ● Spot-checks <p>FORMATIVE</p> <ul style="list-style-type: none"> ● Partner sharing in a class opener ● Panel discussions ● Homework ● Class Discussions <p>ALTERNATIVE</p>	<p>Standards:</p> <p>NJSLS.ELA.-Literacy RL9-10.1 – RL9-10.10 RI9-10.1 – RI9-10.10 RH9-10.1 – RH9-10.5 RH9-10.8 RST9-10.1 – RST9-10.2 RST9-10.6 SL9-10.1 – SL9-10.6</p> <p>Science: LS2.D, PS1.A</p> <p>Career Ready Practices CRP 1,2,4,5,6,7,8,9,11</p> <p>21st Century Life and Careers</p> <p><i>Evaluating Information:</i> 9.4.12.IML.2-Evaluate for timeliness, accuracy, perspective, credibility of the source and</p>

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<ul style="list-style-type: none"> ● How to meet NJSLS standards and PARCC criteria ● How to compare and contrast a variety of literary challenges to develop natural talent and reach personal potential ● How to identify and process central ideas, characters and other literary elements ● How to make predictions ● How to identify and decipher figurative language ● How to uncover, assess and manipulate fiction and non-fiction/informational texts and resources ● How to engage positively with others in class discussions ● How to analyze perspective within text as well as from the author’s vantage point 	<ul style="list-style-type: none"> ● Use context clues to clarify new vocabulary ● Work in groups to judge, clarify and discuss content and themes in literary works ● Outline events in literary work to analyze details and structure 	<ul style="list-style-type: none"> ● Projects ● Power point projects ● Group Presentations on assigned literature ● Lecture and Note taking ● Questions and Answers ● Guided Reading Activity ● Exams ● Benchmark assessments 	<p>relevance of the information, in media, data, or other resources. 9.4.12.IML.8-Evaluate media sources for point of view, bias, and motivations.</p> <p>Technology 8.1.12.A.2 8.1.12.D.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.3</p> <p>Interdisciplinary Connections: SL.9-10.1.A-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>1. Continue viewing (or VIEW) the documentary: Lorraine Hansberry: Sighted Eyes/Feeling Hurt 2. Find a current event article from a reputable newspaper or from ProQuest. Your article must relate to what Hansberry fought</p>
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			<p>for and strived to change. It should pertain to race, gender, and/or sexual orientation equality, civil rights, etc. The article can't be more than a year old. You MUST post the full article to this GC thread. READ the article!</p> <p>3. Compare your article and the documentary by completing the Google Doc. posted below Documentary Link A Bio: Then & Now Worksheet</p> <hr/> <p>Materials: CORE</p> <ul style="list-style-type: none"> ● <i>A Raisin in the Sun</i>, Lorraine Hansberry ● <i>1984</i>, George Orwell ● <i>The Pearl</i>, John Steinbeck ● <i>The Old Man and the Seas</i>, Ernest Hemingway ● <i>A Separate Peace</i>, John Knowles ● <i>Julius Caesar</i>, William Shakespeare ● <i>A Midsummer Night's Dream</i>, William Shakespeare ● <i>All My Sons</i>, Arthur Miller ● <i>The Glass Menagerie</i>, Tennessee Williams
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			<ul style="list-style-type: none">● <i>Fiddler on the Roof</i>, American Musical Theater● <i>The Boy in the Striped Pajamas</i>, John Boyne● <i>The Red Badge of Courage</i>, Stephen Crane <p>SUPPLEMENTARY</p> <ul style="list-style-type: none">● Supplemental videos● Internet Resources● Magazine articles● Newspaper articles● <u>A guide to how gender-neutral language is developing around the world</u> <p><u>Additional LGBTQIA+ Persons with Disabilities Resources</u></p>
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CONTENT: ELA-Writing, English 10			
Theme: Narrative Writing, Persuasive Writing, Argumentative Writing, Research Simulation Writing (Research paper)			
Essential Questions: How can the student strengthen individual grasp of the writing process? How can the student create a writing product fit for formal review or publication? How can the student fortify knowledge and application of mechanics and spelling? Can the student identify and properly apply the lessons on parts of the sentence? * Can the student identify and properly apply the lessons on phrases and clauses? * Can the student identify and properly apply the lessons on sentence structure variation? * How can the student prepare to write in a style befitting form, audience and/or purpose? How can the student prepare for an opportunity to demonstrate proficiency in writing (specifically as it pertains to the research paper)?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> ● How to write in a clear, concise and organized language ● How to correctly place words within a sentence based on part of the sentence* ● How to properly utilize phrases and clauses in a writing piece* ● How to vary sentence structure in a writing piece* ● How to adhere to Standard English grammar rules * 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> ● Develop a strong, focused opening topic sentence ● Identify and correctly place words based on part of the sentence* ● Vary sentence structure* ● Properly utilize phrases and clauses * ● Write a well-developed response to an open-ended question ● Insert transitions to effectively link ideas ● Develop a strong conclusion ● Fabricate graphic organizers to develop and arrange ideas on a given topic ● Write a research paper according to most current MLA criteria 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> ● Tests ● Quizzes ● Essays ● Homework ● Projects ● Informal assessments -journal writings -partner sharing ● Benchmark assessments ● Final Exam 	<p>Standards: NJSLS-ELA. Literacy SL9-10.1 – SL9-10.6 L9-10.1 – L9-10.6 W9-10.1 – W9-10.10</p> <p style="text-align: center;">Science:</p> <ul style="list-style-type: none"> ● LS2.D ● PS1.A <p style="text-align: center;">Career Ready Practices:</p> <ul style="list-style-type: none"> ● CRP 1,2,4,6,7,8,10,11 <p>21ST Century Life and Careers</p> <p><i>Argumentative Writing:</i></p>

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<ul style="list-style-type: none"> ● How to write in a manner that varies in content and form ● How to write in a style that is appropriate for a specific audience and/or purpose ● How to correctly paraphrase and quote from primary and secondary texts in order to avoid plagiarism 	<ul style="list-style-type: none"> ● Write an original short story ● Implement new vocabulary in an original story or descriptive writing ● Write comparison/contrast essay ● Write poetry modeled after poets studied in the curriculum ● Write daily journals ● Write a paper that correctly paraphrases and quotes texts without plagiarism ● Apply internet skills 		<p>9.4.12.IML.7- Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.</p> <p><i>Digital Citizenship:</i></p> <p>9.4.12.DC.1- Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.</p> <p>9.4.12.DC.7- Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.</p> <p>9.4.12.GCA.1- Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.</p> <p><i>Critical Thinking and Problem Solving:</i></p> <p>9.4.12.CI.1-Demonstrate the ability to reflect, analyze and use creative skills and ideas.</p> <p>9.4.12.CT.1-Identify problem solving strategies used in the</p>
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			<p>development of an innovative product or practice. 9.4.12.CT.2-Explain the potential benefits of collaborating to enhance critical thinking and problem solving. <i>Creativity and Innovation:</i> 9.4.12.CI.3-Investigate new challenges and opportunities for personal growth, advancement, and transition <i>8.1 Educational Technology:</i> 8.1.12.IC.1- Evaluate the ways computing impacts personal, ethical, social , economic, and cultural practices (<i>Knowledge, Acquisition and Researching AND Literary Themes</i>). 8.2.12.ITH.3 - Analyze the impact that socialization, social media, and access to open source technologies had on innovation and on societies economy, politics, and culture. 8.2.12.ETW.3- Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution <i>Interdisciplinary Connections:</i> RH.9-10.6. Compare the point of view of two or more authors in</p>
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			<p>regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. Read and analyze history as a primary or secondary source in relation to literature</p> <p>Research Paper Syllabus: Directions & Timeline</p> <p>Core:</p> <ul style="list-style-type: none">● <i>MLA Handbook</i>● <i>Perdue OWL</i>● <i>Elements of Writing</i> <p>SUPPLEMENTARY</p> <ul style="list-style-type: none">● Media Center Resources● Internet Resources● Magazine articles● Newspaper articles● A guide to how gender-neutral language is developing around the world● Additional LGBTQIA+ Persons with Disabilities Resources
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CONTENT: ELA-Vocabulary, English 10			
Theme: Vocabulary			
Essential Questions: What strategies can the student employ to enhance and enrich vocabulary? How can the student use context clues to understand unfamiliar vocabulary? How can the student use Latin and Greek affixes and roots to decode vocabulary? How can the student connect synonyms/antonyms?			

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<p>Content : <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> ● How to use context clues to uncover the definition of a new word ● How to use Latin and Greek affixes and roots to uncover the definition of a new word ● How to connect synonyms/antonyms in correlation to new vocabulary words ● How to select the correct vocabulary word for a sentence completion question as they appear on the SAT/ACT ● Identify word meaning in the reading passages , using affixes and roots to correctly answer vocabulary questions as they appear on the SAT/ACT 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> ● To use context clues to define new words ● To commit definitions to memory ● To master Latin and Greek affixes and roots in order to break down unfamiliar words ● To substitute synonyms when appropriate ● To connect antonyms to new vocabulary words ● To prepare for the SAT verbal section ● To integrate new vocabulary words into a working pool of words for future use ● Use new vocabulary words to identify answers as they appear on the SAT/ACT 	<p>Assessments : <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> ● Tests ● Quizzes ● Writing samples ● Homework ● Oral assessment ● Informal assessment <ul style="list-style-type: none"> -daily review -spot-checks ● Benchmark assessments ● Final Exam 	<p>Standards:</p> <p>NJSLS.ELA-Literacy L.9-10.4A L9-10.4C L9-10.4D SL9-10.1</p> <p style="text-align: right;">Science:</p> <ul style="list-style-type: none"> ● LS2.D ● PS1.A <p>Career Ready Practices</p> <ul style="list-style-type: none"> ● CRP 4 <p>21st Century Life and Careers</p> <ul style="list-style-type: none"> ● 9.2.12.C.1 ● 9.2.12.C.2 <p style="text-align: right;">Technology</p> <ul style="list-style-type: none"> ● 8.1.12.A.2 ● 8.1.12.D.1 ● 8.1.12.D.5 ● 8.1.12.F.1 ● 8.2.12.B.3
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			Materials: Core: Sadlier-Oxford Vocabulary Workshop Level D Supplementary Audio

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NJSLS ELA Standards

NJSLS Reading Literature	<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>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p>
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	<p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p>
NJSLS Reading Informational Text	<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p>

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	<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p> <p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p>
NJSLS Speaking and Listening	<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none">A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p>

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	<p>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.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>
NJSLS Language	<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">A. Use parallel structure.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

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	<p>B. Use a colon to introduce a list or quotation. C. Spell correctly.</p> <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.</p> <p>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.</p>
NJSLS Writing	<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>

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- B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

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- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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

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

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

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	<p>A. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>B. Apply <i>grades 9–10 Reading standards</i> to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
NJSLS Reading History	<p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. Read and analyze history as a primary or secondary source in relation to literature.</p>

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	RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
NJSLS Reading Science and Technical Subjects	RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.