

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT

English 10 Honors Curriculum Guide

Pacing Guide:
English 10 Honors 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 10 of the following 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 should be reading during the entire school year.

Pacing for each text is listed below.

- *The Great Gatsby*(2-6 weeks-assessment)
- *A Raisin in the Sun*(2-6 weeks-assessment)
- *The Scarlet Letter*(2-6 weeks-assessment)
- *A Farewell to Arms*(2-6 weeks-assessment)
- *Old Man and the Sea*(2-6 weeks-assessment)
- *A Separate Peace*(2-6 weeks-assessment)
- *Bartleby, the Scrivener*(2-6 weeks-assessment)
- *Billy Budd*(2-6 weeks-assessment)
- *Moby Dick*(2-6 weeks-assessment)
- *Julius Caesar*(2-6 weeks-assessment)
- *A Midsummer's Night Dream*(2-6 weeks-assessment)
- *All My Sons*(2-6 weeks-assessment)
- *The Crucible*(2-6 weeks-assessment)
- *The Grapes of Wrath*(2-6 weeks-assessment)
- *The Pearl*(2-6 weeks-assessment)
- *The Glass Menagerie*(2-6 weeks-assessment)
- *The Boy in the Striped Pajamas*(2-6 weeks-assessment)

Vocabulary:

Units 1-15 word lists from the vocabulary workbook, 15, 4 weeks per marking period, 3 weeks marking period 4-all units are assessed

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| | <p>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</p> |
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| 21st Century Skills Standards: | Have students work on a Career Project in which they understand how an English degree can help to attain their career goals. |
| 21st Century Life and Careers: | 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. |
| Evaluating Information: | 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 and 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 and Innovation: | 9.4.12.CI.3-Investigate new challenges and opportunities for personal growth, advancement, and |
| 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 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 |

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| | CRP10-Plan education and career paths aligned to personal goals CRP11-Use technology to advance productivity |
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| <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 (Knowledge, Acquisition and Researching AND Literary Themes).</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 |
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| <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 ● Multi-level learning stations for meaningful independent work that extends topics and ideas | <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 power points 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 ● Group work incorporating sentence structure and punctuation | <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 ● Assist with technology |

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| <ul style="list-style-type: none"> ● Incorporate higher level thinking questions modeled after the AP Literature and Composition exam ● Digital learning that involves the use of a chrome book ● Product(project)choices which allows students to choose an assignment outcome ● School wide projects ● Use of college level materials and independent projects requiring research skills for assessing information | <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"> ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Establish procedures for accommodations/modifications for assessments ● Grade + Effort <p>Resources WIDA Standards</p> <ul style="list-style-type: none"> ● Standard 1:Social and Instructional Language | <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 ● 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> | <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">● 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 Honors | | | |
| Theme: Fiction and Non-fiction Literature/Informational Text | | | |
| Essential Questions: What are the various elements of literature? What is the author’s purpose? How is vocabulary enhanced through literature? Can you demonstrate the appropriate approach to reading and interpreting a work of literature? Can to read informational texts and find evidence to answer specific questions directly related to the text? How does the understanding of historical events directly relate to the understanding and interpretation of literature? | | | |
| <p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> ● How to read and analyze fiction ● How to read and analyze non-fiction ● How to read and analyze informational texts ● How to identify and gather information ● How to relate historical events to the | <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 styles ● Recognize patterns of organization ● Identify point of view | <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 ● BENCHMARKS ● Oral tests ● Journal writing ● Poetry writing ● Reading checks ● Daily review ● Spot-checks ● FORMATIVE | <p>Standards: NJSLS.ELA-Literacy. RL9-10.1-9.10.10 RI9-10.1-9-10.10 RH.9-10.1-RH9-10.6 RH9.10.8 RST9-10.1 RST9-10.2 RST-9-10.6 SL9-10.1-9-10.6</p> <p>Science: L.S.2.D</p> <p>Career Ready Practices CRP 1,2,4,5,6,7,8,9,11</p> <p>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.</p> |

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| <p>literature of that period</p> <ul style="list-style-type: none"> • How to read and analyze the short story • How to read and analyze poetry • How to compare and contrast different reading material that covers the same subject • How to make predictions • How to determine vocabulary from context clues • How to access, view, evaluate, and respond to print, non-print, and | <ul style="list-style-type: none"> • Make predictions from 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 • Use context clues to clarify new vocabulary • Work in groups to judge, clarify and discuss | <ul style="list-style-type: none"> • Partner sharing in a class opener • Panel discussions • Homework • Class discussions • ALTERNATIVE • Projects • Power point projects • Group presentations on assigned literature • Lecture and note taking • Questions and Answers • Guided Reading Activity • Final Exam • Bench mark assessments | <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> <hr/> <p>Students will 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 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! 3. Compare your article and the documentary by completing the Google Doc.</p> <p>https://docs.google.com/document/d/10hmiYteCpLCvb3iZrB0D4t3y7R5dGQN9xGtioIHMxr8/edit?usp=gmail</p> <hr/> <p>Materials: CORE: Adventures in Appreciation <i>The Great Gatsby</i>, F. Scott Fitzgerald <i>A Raisin in the Sun</i>, Lorraine Hansberry <i>The Scarlet Letter</i>, Nathaniel Hawthorne <i>A Farewell to Arms</i>, <i>Old Man and the Sea</i>, Ernest Hemingway <i>A Separate Peace</i>, John Knowles <i>Bartleby, the Scrivener</i>; <i>Billy Budd</i>;; Herman Melville <i>Julius Caesar</i>, <i>A Midsummer's Night Dream</i>, Shakespeare <i>All My Sons</i>; <i>The Crucible</i>, Arthur Miller</p> |
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| <p>electronic texts and resources</p> <ul style="list-style-type: none"> ● How to initiate and participate effectively in a range of collaborative discussions with diverse topics, texts, and issues ● How to evaluate a speaker's point of view, reasoning, and the use of evidence and rhetoric ● How to adapt speech to a variety of contexts and tasks, demonstrating command | <p>context and themes in literary works</p> <ul style="list-style-type: none"> ● Outline events in literary works to analyze details and structure ● Prepare and present an individual project ● Prepare and present a speech ● Gather and evidence from a text ● Construct meaning from media ● Understand visual and verbal messages ● Make strategic use of digital media in presentations to enhance understanding | | <p><i>The Grapes of Wrath, The Pearl</i>, John Steinbeck <i>The Glass Menagerie</i>, Tennessee Williams <i>The Boy in the Striped Pajamas</i>, John Boyne</p> <p>SUPPLEMENTARY Supplemental videos Internet resources Magazine articles Newspaper articles Google Classroom Chromebooks LCD projector https://www.washingtonpost.com/world/2019/12/15/guide-how-gender-neutral-language-is-developing-around-world/ https://docs.google.com/document/d/1M9CyXv9c21qToMQd9AAAt4EICZfaHKR6jwUac5Nc4dNs/edit?usp=sharing</p> |
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| <p>of formal English</p> <ul style="list-style-type: none"> ● How to listen actively ● How to comprehend while listening ● How to read a wide variety of materials and texts with fluency and comprehension | <p>ng of findings, reasoning, and evidence</p> <ul style="list-style-type: none"> ● Participate in discussions ● Evaluate a speakers point of view ● Adapt speech demonstrating a command of formal English ● Listen actively ● Comprehended while listening ● Understand and use reading strategies ● Use comprehension skills ● Respond to a text | | |
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| CONTENT: ELA-Writing, English 10 Honors | | | |
| Theme: Narrative Writing, Persuasive Writing, Argumentative Writing, Research Simulation Writing (Research Paper) | | | |
| Essential Questions: How will students write for a variety of purpose? Can the student correctly demonstrate proper use of parts of the sentence in writing? Can the student correctly demonstrate proper use of phrases and clauses in various assigned writing? Can the student correctly demonstrate proper use of sentence structure variation in various assigned writing? | | | |
| <p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • How to research a career that requires an English degree • How to write a proper narrative • How to write a persuasive essay • How to write a research paper using MLA formatting • How to use the writing process –prewriting, drafting, editing, post-writing • How to write for a specific audience and purpose • Demonstrate proficiency in writing a documented paper, synthesizing information from several sources | <p>Skills : <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Understand the job market as it relates to attaining an English degree • Write a narrative using literary devices • Write a five paragraph persuasive essay including an introduction, three paragraph body, conclusion, transitions, and compositional risks. • Write a research paper using MLA format and following Purdue OWL model. • Write using the writing process • Write for a specific audience • Write and edit so that it conforms to the most current MLA handbook. | <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"> • Write a paper about a career that requires an English degree • The Narrative composition • The Persuasive essay • The Research paper • Career/college project • Exams • Questions and answers • Lecture and note taking • Benchmark assessments | <p>Standards: SL 9-10.1-9.10.6 L9-10.1-9-10.6 NJSLS.ELA-Literacy, W9.10-1-W9.10-10</p> <p>Science: L.S.2.D</p> <p>21st Century Life and Careers 21st Century Life and Careers</p> <p>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.</p> <p>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.</p> |

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| <ul style="list-style-type: none"> ● How to write and edit to conform to the most current MLA handbook ● How to place words within a sentence based on the parts of the sentence ● How to properly use phrases and clauses in a writing piece ● How to vary sentence structure in a writing piece | <ul style="list-style-type: none"> ● Apply internet skills ● Identify and correctly place words based on parts of the sentence ● Vary sentence structure ● Properly utilize phrases and clauses | | <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>Critical Thinking and Problem Solving:</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 development of an innovative product or practice.</p> <p>9.4.12.CT.2-Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <p>Creativity and Innovation:</p> <p>9.4.12.CI.3-Investigate new challenges and opportunities for personal growth, advancement, and transition</p> <p>8.1 Educational Technology:</p> <p>8.1.12.IC.1- Evaluate the ways computing impacts personal, ethical, social , economic, and cultural practices (Knowledge, Acquisition and Researching AND Literary Themes).</p> <p>8.2.12.ITH.3 - Analyze the impact that socialization, social media, and access to open source technologies</p> |
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| | | | <p>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> <hr/> <p>21st Century Life and Careers</p> <p>Argumentative Writing:</p> <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>Digital Citizenship:</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>Critical Thinking and Problem Solving:</p> <p>9.4.12.CI.1-Demonstrate the ability to reflect, analyze and use creative skills and ideas.</p> |
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| | | | <p>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.</p> <p>Creativity and Innovation:</p> <p>9.4.12.CI.3-Investigate new challenges and opportunities for personal growth, advancement, and transition</p> <p>8.1 Educational Technology:</p> <p>8.1.12.IC.1- Evaluate the ways computing impacts personal, ethical, social , economic, and cultural practices (Knowledge, Acquisition and Researching AND Literary Themes).</p> <p>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.</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> <p>https://drive.google.com/file/d/1v9-BbpdJQr3mGHLQyUJe1hHSF4VUSUFT/view?usp=sharing</p> <p>Materials: Core:</p> <ul style="list-style-type: none"> ● MLA Handbook ● Perdue OWL ● Elements of Writing ● <p>SUPPLEMENTARY</p> |
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| | | | 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 Honors | | | |
| Theme: Vocabulary | | | |
| Essential Questions: What strategies can you use to enhance and enrich vocabulary? | | | |
| <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 define new words (20 words) ● How to demonstrate a knowledge of the meanings of common Latin and Greek affixes and roots ● How to select the appropriate synonym/antonyms ● How to select the correct vocabulary word or a sentence completion question as they appear on the SAT/ACT ● Identify word meaning in 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"> ● Use context clues to define new words ● Demonstrate a knowledge of the meaning of common Latin and Greek affixes and roots ● Select the appropriate synonym/antonym ● 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"> ● Quizzes ● Tests ● Story writing that includes vocabulary words ● Exams ● Questions and answers ● Lectures and note taking ● Warm up exercises ● Sentence completions | <p>Standards:</p> <p>NJSLS.ELA-Literacy L.9-10.4A L.9-10.4C L.9-10.4D SL.9-10.1</p> <p>Science: L.S.2.D</p> <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>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

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| 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> <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> |
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| 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> <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,</p> |

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| | <p>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> <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> |

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| | <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> |
| NJSL 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.B. Use a colon to introduce a list or quotation.C. Spell correctly. <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.</p> |

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| | <p>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.</p> <ul style="list-style-type: none">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>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">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>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.</p> <ul style="list-style-type: none">A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. |

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- 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.
- 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.

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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.

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

B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

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| | <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> |
| <p>NJSLS Reading History</p> | <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> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> |
| <p>NJSLS Reading Science and Technical Subjects</p> | <p>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.</p> <p>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.</p> |