

# Pequannock Township School District

## Curriculum Syllabus

### English 2 Honors (American Literature) Grade 10

While Honors level classes follow the general pacing and sequence of the academic level classes, students should have the opportunity to engage materials more deeply, use primary and secondary sources with proficiency, and demonstrate their deeper comprehension and analysis of complex texts.

### Course Description:

Students will enter the 10th grade with a foundation in fiction, drama, poetry, mythology, and literary nonfiction. They will have analyzed literature from various angles and observed connections between literature and the arts and in this course will apply their knowledge to the study of American literature. The English II course builds upon scaffolded curriculum units to reinforce standards and learning outcomes. By the end of 10th grade, students will be prepared for the focused literary study of British-European Literature in 11th. Texts are arranged chronologically, so that students may see how earlier works influence later works and how forms and ideas have evolved over time. In their essays and discussions, student may relate a work to its historical circumstances, trace a symbol through a work or works, or consider a moral or philosophical question. Writing assignments include constructed responses, essays, and an extended research paper. By the end of 10th grade, students will have become familiar with some major works and ideas of American literature, have honed their skills of literary analysis, and have further developed their ability to think critically and express complex ideas.

### Course Standards:

The following is a list of NJSLs that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLs are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

#### Grades 9-10

#### Progress Indicators for Reading Literature

##### Key Ideas and Details

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

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### **Craft and Structure**

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

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

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

### **Integration of Knowledge and Ideas**

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

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

### **Range of Reading and Level of Text Complexity**

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level

text-complexity (see Appendix A) or above with scaffolding as needed.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

## **Progress Indicators for Reading Informational Text**

### **Key Ideas and Details**

RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

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

### **Craft and Structure**

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

### **Integration of Knowledge and Ideas**

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

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

### **Range of Reading and Level of Text Complexity**

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.

## **Anchor Standards for Writing**

### **Text Types and Purposes**

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA. W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Progress Indicators for Writing**

### **Text Types and Purposes**

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

- 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.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **Production and Distribution of Writing**

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

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

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

### **Research to Build and Present Knowledge**

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry

when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

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

- A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
- B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

### **Range of Writing**

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

## **Progress Indicators for Speaking and Listening**

### **Comprehension and Collaboration**

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

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

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

Presentation of Knowledge and Ideas

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

### **Progress Indicators for Language**

#### **Conventions of Standard English**

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Use parallel structure.\*
2. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

#### **Knowledge of Language**

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

#### **Vocabulary Acquisition and Use**

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

**L.9-10.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Scope and Sequence

### **Unit 1 (Early American American Accounts and the Puritan Influence)**

Students will read literature and nonfiction, focusing mainly on determining themes and citing evidence. Students will practice and develop both informative and explanatory (expository) writing. Students will conduct discussions and show understanding of overarching ideas by reporting information. Students will show understanding of standard grammar conventions, such as using proper punctuation, maintaining parallel structure, compound and complex sentence structures, and effective use of pronouns. Students will continue to acquire vocabulary through exposure to complex texts and daily practice with discreet lists.

**Reading Text Type:** literary, nonfiction, and informational texts

**Writing Focus:** Routine Writing, Informative and Explanatory, Short Research, Reflection Writing

**Speaking and Listening** Task type: Conduct discussions, Report findings

**Language Skill Focus:** Study and apply grammar in context and practice; Study and apply vocabulary in context and practice

### **Unit 2 (Seminole American Speeches and the American Dream )**

Students will read literature and nonfiction, focusing mainly on how the author structures the text and draws on source material. Students will practice and develop argumentative writing. Students will conduct discussions and show understanding of overarching ideas by reporting information. Students will show understanding of standard grammar conventions, such as

how language functions in different contexts.

**Reading Text Type:** literary and informational texts

**Writing Focus:** Routine writing, Argumentative/Persuasive; Research, Reflection Writing

**Speaking and Listening Task Type:** Conduct discussions, Report findings

**Language Skill Focus:** Study and apply grammar in context and practice; Study and apply vocabulary in context and practice

### **Unit 3 (American short stories, dramas, and novels)**

Students will read literature and nonfiction, focusing mainly on point of view, attitude and tone, and the use of figurative language. Students will practice and develop narrative writing. Students will conduct discussions using an inquiry-based approach and show understanding of overarching ideas by reporting information. Students will show understanding of standard grammar conventions, such as determining the meaning of unknown and/or multiple meaning words.

**Reading Text Type:** literary and informational texts

**Writing Routine:** Routine writing, Narrative, Research, Reflection Writing

**Speaking and Listening Task Type:** Conduct discussions, Report findings

**Language Skill Focus:** Study and apply grammar in context and practice; Study and apply vocabulary in context and practice

### **Unit 4 (Modern and Contemporary American Voice )**

Students will show mastery in the comprehension of both literature and nonfiction. Students will produce well-developed, organized writing. Students will conduct discussions and show understanding of overarching ideas by reporting information. Students will show understanding of standard grammar conventions, such as demonstrating understanding of word relationships and figurative language.

**Reading Text Type:** literary and informational texts

**Writing Focus:** Routine writing, Research/Inquiry-Based Writing Project

**Speaking and Listening Task Type:** Conduct discussions, Report findings

**Language Skill Focus:** Study and apply grammar in context and practice; Study and apply vocabulary in context and practice.

## **Assessments**

Evaluation of student achievement in this course will be based on the following:

- a. students will be assessed through a variety of practical and authentic student tasks and products that include journal entries (including responses to prompts and reflections on learning), note-taking (including digital formats), open-ended responses to texts and questions, multi-paragraph responses (including formal and informal), objective summaries of texts, research and response to findings (including formal researched-topic essays), vocabulary, grammar, and reading quizzes, group projects, student-generated questions and responses generated in Lit circles, and multimedia presentations, students will be able to demonstrate their skills.
- b. Humanities Rubrics available- Expository, Narrative, and Open-Ended Constructed Response

## Curriculum Resources

### Anchor Programs/Teacher Materials

“The Minister’s Black Veil” – Nathaniel Hawthorne

*The Crucible* – Arthur Miller

“A Psalm of Life” – Henry Wadsworth Longfellow

“The Tide Rises, The Tide Falls” – Henry Wadsworth Longfellow

Gettysburg Address; Second Inaugural Address – Abraham Lincoln

“In Search of the American Dream” – Jonas Clark

*Of Mice and Men* by John Steinbeck

*The Great Gatsby* by F. Scott Fitzgerald

*Death of a Salesman* by Arthur Miller (Drama)

*To Kill a Mockingbird* by Harper Lee

*The Namesake* by Jhumpa Lahiri (Novel)

*The Joy Luck Club* by Amy Tan (Novel – excerpted as necessary)

*Walden* (excerpts) – Henry David Thoreau (Non-Fiction)

“Self Reliance” (excerpts) – Ralph Waldo Emerson (Essay)

“Society and Solitude” (Chapter I) – Ralph Waldo Emerson (Essay)

*Excerpts from “Song of Myself”* – Walt Whitman (Poetry)

(Any six of the following ten short stories, differentiated for Honors and Academic as necessary)

“Occurrence at Owl Creek Bridge” – Stephen Crane

“To Build a Fire” by Jack London

“The Story of an Hour” by Kate Chopin

“Hills Like White Elephants” by Ernest Hemingway

“The Most Dangerous Game” – Richard Connell

“A&P” by John Updike

“The Scarlet Ibis” – James Hurst

“Everyday Use” – Alice Walker

“I Stand Here Ironing” – Tillie Olsen  
“A Temporary Matter” – Jhumpa Lahiri  
Various informational texts related to novels

**Honors Supplements:**

“What is an American?” *Letters from an American Farmer*. Letter III- Hector Saint John de Crevecoeur  
“Tragedy and the Common Man” – Arthur Miller  
“Rip Van Winkle”- Washington Irving  
*The Scarlet Letter*- Nathaniel Hawthorne  
“Sinners in the Hands of an Angry God”- Jonathan Edwards  
“Is There a Political Philosophy in the Declaration of Independence” - James R. Stoner  
“Lincoln’s Greatest Speech” - Garry Wills  
*The Sun Also Rises* (or) *A Farewell to Arms* – Ernest Hemingway

## Home and School Connection

Parents are encouraged to support the ongoing educational practice of their children. Specific assignments, tasks, resources, texts, and materials are made readily available through each individual teacher’s Google Classroom page. Additional support may be found on the school and library websites and also through the links provided below.

[https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)  
<https://www.collegeboard.org/>  
<https://www.khanacademy.org/signup?isparent=1>  
[https://www.turnitin.com/login\\_page.asp?lang=en\\_us](https://www.turnitin.com/login_page.asp?lang=en_us)  
<http://www.corestandards.org/ELA-Literacy/W/9-10/>

