

Glen Ridge Board of Education
English 10 Honors
Full Year

New Jersey Student Learning Standards

English Language Arts Mission Statement:

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever changing world.

Course Description:

American Literature Honors focuses on literacy skills in the context of helping students *read the world* as it presents itself to them today. The course seeks to bridge the gap between the nature of American Literature before and after the dawn of the 21st century. Our study of literature is part of a dialogue with nonfiction that seeks to offer students the resources and habits of mind necessary to develop their own informed set of ideas and opinions about this country. Writing instruction is geared toward reducing the gap between what students think and how they express themselves. To that end, a rigorous and consistent engagement with composition is at the center of the course.

NB: this course is designed with no preconceived sequential order and is deployed based on the nature of the students' learning needs, as well as current events. To that end, units are indicated by letters rather than numbers (Unit A instead of Unit 1).

American Literature Honors
Unit A: Deconstructing Identity in Time and Place
Time Allotted (days of instruction): 14
New Jersey Student Learning Standards (NJSLs)
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.
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.
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).
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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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.

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.9-10.10. 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.

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.

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

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

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

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.

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.

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

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

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How do characters in fiction represent a range of values, beliefs, assumptions, biases and cultural norms? ● How do the changes a character undergoes over the course of a novel indicate something about the bigger meaning of the book as a whole? ● How does setting not only depict a time and place, but also convey values associated with that setting? ● How does the organization and structure of a work contribute to the reader’s interpretation of the text? ● How does the concept of America and <i>Americaness</i> impact Americans? 	<ul style="list-style-type: none"> ● Students will be able to <ul style="list-style-type: none"> ○ Analyze the role of setting in developing characters and the meaning of the work as a whole. ○ Cite text to support literary arguments. ○ Deploy concise, effective language to render character, setting and theme. ○ Consider texts within the context of a larger understanding of time and place. ○ Synthesize literary arguments with contextual resources. 	<ul style="list-style-type: none"> ● Students annotate important passages learning how to pay attention to how syntax and diction can establish tone. ● Students pull text from the novels in order to establish character complexity. ● Group work includes prioritizing the significance of moments from the text in establishing a particular theme. ● Interrupted readings to support detailed text analysis from outside sources (not from the novels). ● Research on critical reception of the novels in order to contextualize the conversation the book is trying to have. ● Participate in Padlets assessing articulation of understandings of the novel. ● Essay on character and setting.

Resources/Materials	<ul style="list-style-type: none"> • <i>Their Eyes Were Watching God</i> by Zora Neale Hurston • <i>The Namesake</i> by Jhumpa Lahiri <p>NB: the titles for this unit are subject to change, but the theme of the unit—an interrogation of the impact of America on Americans of diverse cultures and lifestyle—will remain at the core of any variation.</p>	
21st Century Life and Careers	<ul style="list-style-type: none"> • 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards 	
Technology Standards	<ul style="list-style-type: none"> • 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. • 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	<ul style="list-style-type: none"> • Central texts by two women—one Black, one Bengali—writing about the American experience in their own communities. • Both narratives tell stories that are not merely about racial oppression, but seek to chronicle the multitudinous experience of minority groups in this country. 	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> • Annotation tasks. • Group work. • Padlet. • Pear Deck. • Seminar. • Class discussion. • Short writing assignments. 	<ul style="list-style-type: none"> • Analytical essay 	<ul style="list-style-type: none"> • Outline and utilize steps for the writing process. • Mini-lessons preceding each step of the writing process. 	<ul style="list-style-type: none"> • Oral presentation of essay content. • Essay adjustment.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> • Ability to access Google translate in native language 	<ul style="list-style-type: none"> • Audio resources. • Copy of notes, when relevant. • Benchmarking bigger assignments. 	<ul style="list-style-type: none"> • Supplemental readings and media may be offered. • Collaborative design of projects and essays to fit

<ul style="list-style-type: none"> ● Verbal testing for written assessments ● Providing texts in native language if possible ● Providing audiobooks for novels ● Use of Graphic Organizers; scaffolding 	<ul style="list-style-type: none"> ● Block 9 for reinforcement. ● Collaboration with other teachers and case managers. ● Use of Graphic Organizers; scaffolding. ● Determine key concepts for the unit and define language and content objects for each lesson. ● At teacher discretion, shorten assignments to focus on mastery of key concepts or extend deadlines. 	ambition and skill set.
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American Literature Honors	
Unit B: Hurricane Katrina and reading the world in real time	
Time Allotted (days of instruction):	
New Jersey Student Learning Standards (NJSLS)	
<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.9-10.9. 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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p>	
<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. 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>	

- 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.
- 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.9-10.10.** 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.
- 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.
- 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
- 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.
- 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.
- 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.
- 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.
- 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.
- L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- L.9-10.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.

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.

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

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

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How can students use varied media (reporting, podcast, art, photography, graphic novels, fiction, narratives, children’s book) to gain a complex understanding of a historical event? ● What are the skills needed to perform quality research of primary, reliable resources to inform one’s self regarding the happenings around a historical event? ● What are the specific offerings from specific media to build one’s understandings? ● What role did racism play in the coverage and response to Katrina? ● How and why can the events during and after Hurricane Katrina in New Orleans be used to understand concepts bigger than that one singular event? ● How can we learn from this event to better inform ourselves as we learn about similar major events as they arise? 	<ul style="list-style-type: none"> ● Students will be able to <ul style="list-style-type: none"> ○ Prioritize and understand information about events from a variety of sources. ○ Develop their own questions to research for further understanding of an event. ○ Represent their information and research of an event in a multimedia format. ○ Judge the relevance and value of artistic expressions of a major event. 	<ul style="list-style-type: none"> ● <i>Floodlines</i> (podcast) by Vann R. Newkirk II can be listened to (episodes 1-4 specifically) to gather understandings of the storm. Nightly response journaling to monitor understanding and reaction to learning the facts about Katrina. ● Several online sources are available to study the storm, including satellite imagery offered by ventusky.com. Students can be sporadically offered insights this way or can be asked to cull their own list. ● Students select a research topic to explore and present their information on a two-sided sheet. Optional oral presentations. ● <i>Drowned City: Hurricane Katrina & New Orleans</i> by Don Brown should be viewed as a panel study, with students selecting panels to analyze for the use of the graphic novel form. ● Assorted poetry created in the aftermath of Hurricane Katrina, specifically from Patricia Smith is analyzed in terms of the poetic offering to our understandings. ● Assorted art/photography created in the aftermath of Hurricane Katrina is available on Time Magazine’s photo archive and can help students become informed regarding the offering of reporting, journalism, and photography to the study of the event. ● <i>Marvelous Cornelius</i> by Phil Bildner is read aloud and studied. Students are asked to engage with the questions about the presentation of the information for the young age group. ● "This American Life: Lower 9th + 10th" (podcast) is

		<p>listened to and helps with the creation of anchor charts</p> <ul style="list-style-type: none"> ● <i>Beasts of the Southern Wild</i> (film) by Benh Zeitlin is viewed in class and studied as an allegory for the storm and the aftermath. Students are asked to consider how they feel about creative interpretations of disastrous events. ● Pieces from <i>Their Eyes Were Watching God</i> by Zora Neale Hurston and from <i>Salvage the Bones</i> by Jesmyn Ward are both used to understand a fictionalized approach to covering the storm. The varied voices and fictional characters help with new insights. ● Further research helps in the creation of student information sheets or websites answering the questions posed throughout the unit.
Resources/Materials	<ul style="list-style-type: none"> ● <i>Floodlines</i> (podcast) by Vann R. Newkirk II ● <i>Voices from the Storm: The People of New Orleans on Hurricane Katrina and Its Aftermath</i> edited by Laurie Lola Vollen, Chris Ying ● <i>Drowned City: Hurricane Katrina & New Orleans</i> by Don Brown (graphic novel) ● Poetry created in the aftermath of Hurricane Katrina, featuring Patricia Smith ● Assorted art/photography created in the aftermath of Hurricane Katrina ● <i>Marvelous Cornelius</i> by Phil Bildner (Children’s book) ● <i>This American Life: “Lower 9th + 10th”</i> (podcast) ● <i>Beasts of the Southern Wild</i> (film) by Benh Zeitlin ● from <i>Their Eyes Were Watching God</i> by Zora Neale Hurston ● from <i>Salvage the Bones</i> by Jesmyn Ward 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	<ul style="list-style-type: none"> ● Author Junot Diaz, in his essay “Apocalypse” writes, “if these types of apocalyptic catastrophes have 	

any value it is that in the process of causing things to fall apart they also give us a chance to see the aspects of our world that we as a society seek to run from, that we hide behind veils of denials.”

- This unit directly engages with what Hurricane Katrina revealed about our country in terms of racial, regional, and socioeconomic biases that feed into *disaster mything*.
- Students research other similar scenarios in order to compare what is revealed about the way our country views itself and how we view and often diminish life in the rest of the world.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Class discussion. ● Padlet. ● Pear Deck. ● Seminar. ● Group work. ● Short writing assignments. ● Journaling. 	<ul style="list-style-type: none"> ● Presentation of information sheet. ● Research proposal with annotated bibliography. 	<ul style="list-style-type: none"> ● Notes check. ● Project is separated into tasks and organized into a process. 	<ul style="list-style-type: none"> ● Recorded oral presentation. ● One-on-one work with the teacher.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Providing texts in native language if possible ● Providing audiobooks for novels ● Use of Graphic Organizers; scaffolding 	<ul style="list-style-type: none"> ● Audio resources. ● Copy of notes, when relevant. ● Benchmarking bigger assignments. ● Block 9 for reinforcement. ● Collaboration with other teachers and case managers. ● Use of Graphic Organizers; scaffolding. ● At teacher discretion, shorten assignments to focus on mastery of key concepts or extend deadlines. 	<ul style="list-style-type: none"> ● Supplemental readings and media may be offered. ● Collaborative design of projects and essays to fit ambition and skill set.

American Literature Honors
Unit C: The rhythm of the past in the present: <i>Sing, Unburied, Sing</i>
Time Allotted (days of instruction):
New Jersey Student Learning Standards (NJSLS)
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.

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.

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).

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

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.

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.9-10.10. 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.

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.

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

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

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

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.

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.

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

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

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How do past events interact with the present? <ul style="list-style-type: none"> ○ How does history echo through and permeate the formation of successive generations? 	<ul style="list-style-type: none"> ● Students will be able to... <ul style="list-style-type: none"> ○ Analyze the nature and impact of structure in a novel. ○ Compare and contrast plotlines and characters that are 	<ul style="list-style-type: none"> ● History of Parchman Prison research. ● Interrupted reading assignment on Pear Deck, deconstructing the language used in the opening passage of the novel. ● Students maintain a scrapbook of the words of each

<ul style="list-style-type: none"> ● How does America’s racist past interact with the present? ● How do authors use structure and timing devices like flashback to create complex meaning? ● How do authors create and use parallel characters and plots in order to affect the meaning of the work as a whole? ● How are issues of race, class, incarceration and drug abuse represented in fiction in order to make a larger comment about our society? 	<p>presented as parallels.</p> <ul style="list-style-type: none"> ○ Interrogate the impact of the past on the present in both fiction and reality. ○ Effectively cite text that relates to intentional patterns within a novel. ○ Research and reflect on the context of a novel. 	<p>narrator.</p> <ul style="list-style-type: none"> ● Reflective description assignment where students analyze what a narrator’s thoughts about another person reveal thoughts about themselves. ● Parallel character activity where groups identify the counterparts of characters and arrange analysis in a visual presentation. ● Human barometer on debatable topics within the text. ● Audio journal entries. ● Critical response to Tracy K. Smith’s review of the novel.
Resources/Materials	<ul style="list-style-type: none"> ● <i>Sing, Unburied, Sing</i> by Jesmyn Ward 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	<ul style="list-style-type: none"> ● Jesmyn Ward is undoubtedly one of the preeminent living American authors and has written extensively on Black life in America (including her collection <i>The Fire This Time</i>, which is in conversation with Baldwin’s <i>The Fire Next Time</i>). ● The book focuses on the intergenerational ripples of racism in the past and present. It also focuses on an authentic rendering of the complex reality of contemporary Southern society ● Poverty, incarceration and drug abuse are also explored in ways that humanize issues students are rarely given a chance to connect to in a meaningful way. 	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Class discussion. ● Padlet. ● Pear Deck. ● Seminar. 	<ul style="list-style-type: none"> ● Analytic essay <ul style="list-style-type: none"> ○ Beyond close reading. ○ Consideration of cultural commentary. 	<ul style="list-style-type: none"> ● Writing process is benchmarked. ● Quiz. ● Notes check. 	<ul style="list-style-type: none"> ● Presentation options. ● One-on-one assessment. ● Project. ● Modified essay.

<ul style="list-style-type: none"> ● Group work. ● Short writing assignments. ● Journaling. 			
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Providing texts in native language if possible ● Providing audiobooks for novels ● Use of Graphic Organizers; scaffolding 	<ul style="list-style-type: none"> ● Audio resources. ● Copy of notes, when relevant. ● Benchmarking bigger assignments. ● Block 9 for reinforcement. ● Collaboration with other teachers and case managers. ● Use of Graphic Organizers; scaffolding. ● At teacher discretion, shorten assignments to focus on mastery of key concepts or extend deadlines. 	<ul style="list-style-type: none"> ● Supplemental readings and media may be offered. ● Collaborative design of projects and essays to fit ambition and skill set.

American Literature Honors
Unit D: Poetry
Time Allotted (days of instruction):
New Jersey Student Learning Standards (NJSLS)
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.
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.
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).
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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
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.
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.

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.9-10.10. 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.

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.

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.

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.

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

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

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.

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.

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

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

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What are the basic devices poets utilize to make meaning? ● How does imagery establish tone and relate to theme? ● How do poets use poetry to approach complicated themes? ● How do poets use contrasts, shifts and comparisons in order to establish complexity? ● How do art and poetry interact to create meaning? ● What do the sonic elements of a poem add to the meaning of the work as a whole? ● How does an understanding of the life of 	<ul style="list-style-type: none"> ● Students will be able to... <ul style="list-style-type: none"> ○ Analyze the presentation of a theme in a poem. ○ Cite smaller bits of text in order to analyze the language of a poem. ○ Compose original poetry inspired by art. ○ Create a multimedia expression of the meaning in a poem. ○ Develop a defensible claim interpreting a poem or series of poems. 	<ul style="list-style-type: none"> ● Students create an album of poems they subjectively like to use for analysis tasks over the course of the unit. ● Students study ekphrasis poems, then select a work of art to use for composing their own poem. ● An analysis of sound devices in rap music. ● A seminar on the treatment of a theme in the body of work of a single poet. ● A deeper dive into the biography and critical take on the work of a major American poet. ● A video project that asks students to make an audio visual representation of a poem that represents their deeper interpretation of the piece. Includes a recitation of the poem.

<p>an author impact the reading of her work?</p> <ul style="list-style-type: none"> How do we interpret poetry using multimedia? 		
Resources/Materials	<ul style="list-style-type: none"> "XIV" by Derek Walcott; poetry from various authors including and featuring: Tracy K. Smith, Ada Limón, Kaveh Akbar, Danez Smith, Ross Gay, Mary Szybist, Jenny Xie, Mark Doty, Louise Glück, Natasha Trethewey, Rita Dove, Sandra Cisneros, Shane McCrae, Amy King, TC Tolbert, Chen Chen, Joy Harjo, Patricia Smith, Kevin Young, Jericho Brown, Ben Lerner, Christian Wiman, Louise Erdrich, Matt Rasmussen, Jane Hirshfield, Ocean Vuong, Li-Young Lee, Charles Simic, Claudia Rankine, Rae Armantrout, Natalie Diaz, Morgan Parker, Ilya Kaminsky, Terrance Hayes, Joshua Jennifer Espinoza, Brian Turner, Inspectah Deck, Earl Sweatshirt, Black Thought. 	
21st Century Life and Careers	<ul style="list-style-type: none"> 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards 	
Technology Standards	<ul style="list-style-type: none"> 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion		

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Poem annotation. Class discussion. Padlet. Pear Deck. Seminar. Group work. Short writing assignments. Journaling. 	<ul style="list-style-type: none"> Curated poetry album analysis. Poem composition. Poem interpretation video project. 	<ul style="list-style-type: none"> Quiz. Due dates for all stages of the project, including developing a schedule in the group. Drafting process. 	<ul style="list-style-type: none"> Individual project. Modified project.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented

<ul style="list-style-type: none"> ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Providing texts in native language if possible ● Providing audiobooks for novels ● Use of Graphic Organizers; scaffolding 	<ul style="list-style-type: none"> ● Audio resources. ● Copy of notes, when relevant. ● Benchmarking bigger assignments. ● Block 9 for reinforcement. ● Collaboration with other teachers and case managers. ● Use of Graphic Organizers; scaffolding. ● At teacher discretion, shorten assignments to focus on mastery of key concepts or extend deadlines. 	<ul style="list-style-type: none"> ● Supplemental readings and media may be offered. ● Collaborative design of projects and essays to fit ambition and skill set.
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American Literature Honors

Unit E: Drama

Time Allotted (days of instruction):

New Jersey Student Learning Standards (NJSLS)

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.

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.

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).

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

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.

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.

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.9-10.10. 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.

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.

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.

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.

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

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

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.

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.

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

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

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How do authors use the words and actions of dynamic characters to push the plot of a longer work of fiction? ● How do character movement and physical action develop character and plot? ● How does the passage of time develop characters and narrative meaning? ● What is satire and how do authors develop a critique over the course of a work? ● How can a play be understood as a social critique in context? ● How do different settings within a work impact characters and thematic concerns? ● What does it mean to be condemned of something and what does it take to be redeemed? 	<ul style="list-style-type: none"> ● Students will be able to... <ul style="list-style-type: none"> ○ Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives. ○ Explain the function of a character changing or remaining unchanged. ○ Identify and describe specific textual details that convey or reveal a setting. ○ Explain the function of a significant event or related set of significant events in a plot. ○ Explain the function of conflict in a text ○ Interpret how a playwright develops satire throughout a 	<ul style="list-style-type: none"> ● Students read and act out the play in class, making decisions about how to deliver lines and move about the stage. ● Students are asked to analyze scenes for specific elements like the function of setting or the use of physical movement. ● Seminar deconstructing the representation of a problematic character in literature. ● Students record their voices playing a specific role and explain their choices for the delivery of a specific series of lines. ● In groups, students record a video recreating a scene from the play, making creative decisions of how to interpret the scene that indicate a deeper understanding. Students consider elements like lighting, framing, movement, score, visual metaphors, etc.

	<ul style="list-style-type: none"> work. ○ Make creative decisions in order to represent deeper analysis in the production of a play. 	
Resources/Materials	<ul style="list-style-type: none"> ● <i>The Crucible</i> by Arthur Miller ● <i>The Thanksgiving Play</i> by Larissa FastHorse ● <i>The Wolves</i> by Sarah DeLappe 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	<p><i>The Crucible</i> has a political backdrop that can be studied currently. McCarthyism is immediately linked, but modern day topics of equity and equality can be covered in terms of how John Proctor characterizes the potential redemption of a character made possible through his privilege and white-maleness. A link to current events is possible to tie in Inclusion. The link, as a whole, offers a strong study on the possible results from lacking inclusive thought and 'otherness'. In the words of Disrupting texts, the play provides "a view toward how modern 'McCarthyism', mass hysteria, sexism, patriarchy, and scapegoating still operate today."</p> <p><i>The Thanksgiving Play</i> will offer a unique ability to satirize current political-correctness. That said, the focus of the play is on implications and complications regarding modern standards of inclusivity. Written by a Native author.</p>	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Class performance ● Class discussion. ● Padlet. ● Pear Deck. ● Seminar. ● Group work. 	<ul style="list-style-type: none"> ● Interpretive scene project. ● Analytic paragraph. 	<ul style="list-style-type: none"> ● Project broken down into steps with due dates for planning, filming and editing. ● Quiz. ● Drafting process. 	<ul style="list-style-type: none"> ● Individual project. ● Alternative

<ul style="list-style-type: none"> • Short writing assignments. • Journaling. 			
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> • Ability to access Google translate in native language • Verbal testing for written assessments • Providing texts in native language if possible • Providing audiobooks for novels • Use of Graphic Organizers; scaffolding 	<ul style="list-style-type: none"> • Audio resources. • Copy of notes, when relevant. • Benchmarking bigger assignments. • Block 9 for reinforcement. • Collaboration with other teachers and case managers. • Use of Graphic Organizers; scaffolding. • At teacher discretion, shorten assignments to focus on mastery of key concepts or extend deadlines. 	<ul style="list-style-type: none"> • Supplemental readings and media may be offered. • Collaborative design of projects and essays to fit ambition and skill set.

American Literature Honors
Unit F: Living Authors: Short Fiction/Independent Reading
<p>Time Allotted (days of instruction):</p> <p>New Jersey Student Learning Standards (NJSLS)</p> <p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>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.9-10.9. 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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <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> <p>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.)</p>

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.9-10.10. 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.

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.

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

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

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

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.

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.

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

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

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What are the topics and concerns of authors writing in the present? ● How do authors interact with and push against traditional ideas of novel structure and character? ● How does a short fiction author curate stories in order to establish an overarching narrative/theme? ● How do living authors utilize point-of-view to establish both character complexity and greater meaning in the novel as a whole? ● How do authors utilize specific dialects and code-switching to portray the modern experience? ● What are the essential strategies for independently approaching a novel from an analytical perspective? 	<ul style="list-style-type: none"> ● Students will be able to: <ul style="list-style-type: none"> ○ Plan their independent reading of a novel, focusing on the main elements of literary analysis. ○ Critically read contemporary novels to interpret what they say about the current state of the world. ○ Track and analyze multiple narratives presented in order to represent a larger theme. ○ Evaluate the effectiveness of narrative methods like motif and dialogue. ○ Compare and contrast contemporary fiction with literature of the past. ○ Create a presentation of their 	<ul style="list-style-type: none"> ● Students will keep a response journal throughout the unit in order to identify their own tastes in fiction and inform their selection of an outside reading novel. ● For each short story, students will seminar the text and build an overarching understanding of the collection as a whole. ● Participate in regular reading groups with documented agendas and minutes. ● Propose a method of tracking their independent reading and utilize it over the course of the unit. ● Create a presentation representing the treatment of major themes in their independent reading of a novel and record their presentation (with audio).

	understanding of both the theme and methods a contemporary author deploys in a novel and in short fiction.	
Resources/Materials	<ul style="list-style-type: none"> ● <i>The Refugees</i> by Viet Thanh Nguyen ● Excerpts from: <ul style="list-style-type: none"> ○ <i>We the Animals</i> by Justin Torres ○ <i>On Earth We're Briefly Gorgeous</i> by Ocean Vuong ○ <i>Americanah</i> by Chimamanda Ngozi Adichie ○ <i>Annihilation</i> by Jeff Vandermeer ● Additional list of authors: <ul style="list-style-type: none"> ○ Tommy Orange, Lauren Groff, Karen Russell, George Saunders, Elif Batuman, Ottessa Moshfegh, Junot Díaz, Colson Whitehead, G. Willow Wilson, Ta-Nehisi Coates, Louise Erdrich, Laila Lalami, Jacqueline Woodson, Phil Klay, James McBride, Carmen Maria Machado, Colum McCann, Lydia Davis, Jesmyn Ward, Ted Chiang, Nicole Krauss, Jhumpa Lahiri, Wiley Cash, and more! <p>NB: texts will change as new works are published and read by the instructor. Updating these titles is vital to the spirit of the unit.</p>	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	<ul style="list-style-type: none"> ● Central text is by Pulitzer Prize winning Vietnamese-American author Viet Thanh Nguyen, writing about the lives of Vietnamese refugees in America. ● Several of the excerpts are from LGBTQIA+ authors who are writing based on personal experiences. ● The list of offered outside reading books is specifically curated to include voices that have previously been absent in the curriculum. 	

Assessments			
Formative	Summative	Benchmarks	Alternative
● Reading groups.	● Oral presentation.	● Assessments and tasks for	● Essay alternative.

<ul style="list-style-type: none"> ● Class discussion. ● Padlet. ● Pear Deck. ● Seminar. ● Short writing assignments. ● Journaling. 	<ul style="list-style-type: none"> ● Independent reading project. 	<ul style="list-style-type: none"> ● outside reading. ● Schedule of reading negotiated with reading groups. 	<ul style="list-style-type: none"> ● Modified presentation.
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Providing texts in native language if possible ● Providing audiobooks for novels ● Use of Graphic Organizers; scaffolding 	<ul style="list-style-type: none"> ● Audio resources. ● Copy of notes, when relevant. ● Benchmarking bigger assignments. ● Block 9 for reinforcement. ● Collaboration with other teachers and case managers. ● Use of Graphic Organizers; scaffolding. ● At teacher discretion, shorten assignments to focus on mastery of key concepts or extend deadlines. 	<ul style="list-style-type: none"> ● Supplemental readings and media may be offered. ● Collaborative design of projects and essays to fit ambition and skill set.

American Literature Honors
Unit G: Misery, Capitalism, and all that Jazz: <i>The Great Gatsby</i>
<p>Time Allotted (days of instruction):</p> <p>New Jersey Student Learning Standards (NJSLs)</p> <p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>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.9-10.9. 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</p>

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

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.

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.9-10.10. 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.

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.

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

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

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

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.

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.

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

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

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How did modernization result in isolation and disillusionment in the early American twentieth century? <ul style="list-style-type: none"> ○ How does this development in the writing progress the American voice we see today? ● How does the rise of capitalism become a major feature of American literature? ● How can we best analyze the moral complications of the novel’s characters through modern day understandings? ● How does the current state of the economy relate to the culture being produced today? 	<ul style="list-style-type: none"> ● Students will be able to... <ul style="list-style-type: none"> ○ Incorporate a contextual understanding of the life of an author into the analysis of a text. ○ Apply different analytical lenses to a text. ○ Evaluate the role of the economy in a text as part of a larger cultural commentary. ○ Compare and contrast alternative narratives with a central text. ○ Draw comparisons between the 	<ul style="list-style-type: none"> ● Research a figure who represents a dream of ascendancy in this country and compose a hypertext essay detailing their path to success and what it says about our society. ● Debate about whether or not the protagonist is a sympathetic character. ● Web-based curation of a cultural snapshot of the time and place in the novel. ● Personal writing considering the nature of students’ own generation. ● Modern art project linking movements in the art world to movements within the literary world. ● Comparison of themes in rap music to themes present in the novel.

<ul style="list-style-type: none"> ● What is the effect a framing narrative has on the meaning of the work as a whole? ● How do the conflicting values of characters within a work portray a complex understanding of the world at the time? 	<p>literary and art worlds.</p> <ul style="list-style-type: none"> ○ Create an argument and debate the nature of characters in a novel. 	
Resources/Materials	<ul style="list-style-type: none"> ● <i>The Great Gatsby</i> by F. Scott Fitzgerald <ul style="list-style-type: none"> ○ <i>Rules of Civility</i> by Amor Towles ○ Stories from Sherwood Anderson, Ernest Hemingway, Zelda Sayre Fitzgerald, Gertrude Stein, and more. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	<ul style="list-style-type: none"> ● Counternarratives from the female perspective are laced into this unit, including the writing of Fitzgerald's wife, Zelda. ● Application of Gender/Queer studies literary criticism to the novel. ● Thematic connection to contemporary rap lyrics in order to discuss the way our society attempts to limit the ascendancy of our fellow Americans. 	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Character chart. ● Class discussion. ● Padlet. ● Pear Deck. ● Seminar. ● Group work. ● Short writing assignments. ● Journaling. 	<ul style="list-style-type: none"> ● Hypertext essay. ● Research project. 	<ul style="list-style-type: none"> ● Project due dates and drafting schedule provided. ● Quiz. ● Paragraph assessment. 	<ul style="list-style-type: none"> ● One-on-one assessment. ● Modified essay. ● Oral presentation.

Modifications

English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Providing texts in native language if possible ● Providing audiobooks for novels ● Use of Graphic Organizers; scaffolding 	<ul style="list-style-type: none"> ● Audio resources. ● Copy of notes, when relevant. ● Benchmarking bigger assignments. ● Block 9 for reinforcement. ● Collaboration with other teachers and case managers. ● Use of Graphic Organizers; scaffolding. ● At teacher discretion, shorten assignments to focus on mastery of key concepts or extend deadlines. 	<ul style="list-style-type: none"> ● Supplemental readings and media may be offered. ● Collaborative design of projects and essays to fit ambition and skill set.

American Literature Honors

Unit H: Teenage Psychology and the Novel

Time Allotted (days of instruction):

New Jersey Student Learning Standards (NJSLS)

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.

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.

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).

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

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.

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.9-10.10. 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.

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.

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

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

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

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.

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.

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

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

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What constitutes a psychoanalytic approach to fiction? ● How do authors develop a complex motif throughout a work in order to support an overarching theme? ● How does the structure of a novel affect the meaning of the work as a whole? ● How do minor characters reveal more about the protagonist? ● How do authors attempt to portray contemporary voices of youth? 	<ul style="list-style-type: none"> ● Students will be able to... <ul style="list-style-type: none"> ○ Track a motif throughout a novel as imagery is layered to create depth. ○ Apply a critical lens to the central character of the novel. ○ Create personal connections to the text through journaling. ○ Evaluate the portrayal of youth in a novel. ○ Synthesize research with literary analysis. 	<ul style="list-style-type: none"> ● Compile a mini-notebook (or Slide Stack) chronicling the three sections of the book as defined by critic Brian Way, recording the characters, themes, symbols and events of the novel. ● Compose a stream-of-consciousness journal recording reactions to specific daily prompts related to matters in the book. ● Complete a journal page as would be done by Holden himself. ● Compose the paper about Allie’s glove as written by Holden. The criteria to follow is minimal, but the students can rewrite the paper before it was torn up by Holden. ● Apply DSM-V diagnostic criteria to a literary character, supporting with evidence from the text. ● Symbolism: Use a structure to breakdown a definable structure to understand symbolism and the symbols in the novel. Use the process to move toward independent practice.

		<ul style="list-style-type: none"> ● Seminar: Break down the most crucial moments of the novel through a seminar activity with an eye toward symbolism. ● Writing Prompt: Using a list of unused symbols, compose a short piece of writing involving the symbol into Holden’s narrative. ● Watch and analyze the film “The Graduate” for a comparison in voice, tone, and symbolism.
Resources/Materials	<ul style="list-style-type: none"> ● <i>The Catcher in the Rye</i> by J.D. Salinger <ul style="list-style-type: none"> ○ Excerpts of a variety of contemporary novels will be presented to students in order to study the craft of creating an authentic youthful voice they feel represents their generation. <ul style="list-style-type: none"> ■ Elif Batuman, Megan Abbott and Ottessa Moshfegh will be featured. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	<ul style="list-style-type: none"> ● This unit deals directly with mental health issues common in teenagers in both the context of the book and in modern America. 	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Class discussion. ● Padlet. ● Pear Deck. ● Seminar. ● Group work. ● Short writing assignments. ● Journaling. 	<ul style="list-style-type: none"> ● Scrapbook project. ● Essay 	<ul style="list-style-type: none"> ● Reading schedule. ● Quiz. ● Final project benchmarked. 	<ul style="list-style-type: none"> ● One-on-one assessment. ● Modified project. ● Alternative topic.

Modifications

English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Providing texts in native language if possible ● Providing audiobooks for novels ● Use of Graphic Organizers; scaffolding 	<ul style="list-style-type: none"> ● Audio resources. ● Copy of notes, when relevant. ● Benchmarking bigger assignments. ● Block 9 for reinforcement. ● Collaboration with other teachers and case managers. ● Use of Graphic Organizers; scaffolding. ● At teacher discretion, shorten assignments to focus on mastery of key concepts or extend deadlines. 	<ul style="list-style-type: none"> ● Supplemental readings and media may be offered. ● Collaborative design of projects and essays to fit ambition and skill set.

Name of Course
Unit 9: Rhetoric and Research
Time Allotted (days of instruction):
New Jersey Student Learning Standards (NJSLS)
<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. 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.9-10.10. 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>
<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>
<p>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</p>
<p>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.)</p>
<p>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.</p>

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.

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.

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.

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.

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.

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

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

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.

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.

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

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

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What makes an argument persuasive? ● What are the basic types of rhetorical arguments? ● How is an argument affected by the occasion, the speaker and the audience? ● What are effective strategies for structuring 	<ul style="list-style-type: none"> ● Evaluate the effectiveness of arguments by deconstructing the elements the author/speaker deploys and the order in which they deploy them. ● Identify relevant details about the speaker, occasion and format of an 	<ul style="list-style-type: none"> ● Learn basic rhetorical arguments by evaluating print and video advertisements. ● Read, view and listen to major arguments throughout American history. ● In-class debate on a student-selected topic. ● Draft and redraft opening and closing arguments.

<p>arguments?</p> <ul style="list-style-type: none"> How are arguments constructed in different forms of media? 	<p>argument.</p> <ul style="list-style-type: none"> Create an argument taking a stance on a debatable issue. Understand resources that can be used to strengthen an argument. 	<ul style="list-style-type: none"> Research and prepare an argument taking a stance on a variety of student-selected issues.
Resources/Materials	<ul style="list-style-type: none"> Sources vary and evolve with current events. The Declaration of Independence. The 1965 James Baldwin vs. William F. Buckley debate. Various print and video advertisements, both contemporary and classic. 	
21st Century Life and Careers	<ul style="list-style-type: none"> 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study Technology Standards 	
Technology Standards	<ul style="list-style-type: none"> 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	<ul style="list-style-type: none"> This unit engages with rhetoric from Civil Rights pertaining to racial justice and LGBTQIA+ rights. 	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Class discussion. Padlet. Pear Deck. Seminar. Group work. Short writing assignments. Journaling. 	<ul style="list-style-type: none"> Argumentative essay Debate 	<ul style="list-style-type: none"> Quiz. Notes check. Writing process checkpoints. 	<ul style="list-style-type: none"> Oral presentation. Modified paper. One-on-one assessment.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Ability to access Google translate in native language 	<ul style="list-style-type: none"> Audio resources. Copy of notes, when relevant. Benchmarking bigger assignments. 	<ul style="list-style-type: none"> Supplemental readings and media may be offered. Collaborative design of projects and essays to fit

<ul style="list-style-type: none">● Verbal testing for written assessments● Providing texts in native language if possible● Providing audiobooks for novels● Use of Graphic Organizers; scaffolding	<ul style="list-style-type: none">● Block 9 for reinforcement.● Collaboration with other teachers and case managers.● Use of Graphic Organizers; scaffolding.● At teacher discretion, shorten assignments to focus on mastery of key concepts or extend deadlines.	ambition and skill set.
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