

**Union County Educational Services Commission  
High School Course Syllabus**

**Title:** English I

**Timeline:** Full Year; 5 Credits

**Course Description:**

In this course, students will develop reading and writing skills that align with the New Jersey Student Learning Standards. Students will read a variety of texts--including excerpts from novels, short stories, poems, plays, and informational articles and documents. Students will engage in independent reading based on interest and reading level. Students will also compare works of literature to other forms of multimedia, including art and film. This course will also focus on students' development in writing narrative, argumentative, and explanatory pieces.

**Course Outline:**

- I. Nonfiction/Argumentative
- II. Fiction/Narrative
- III. Historical/Informational
- IV. Poetry/Analytic

Refer to the attached curriculum map for a detailed outline of course objectives.

**Curriculum Alignment:**

New Jersey Student Learning Standards - English

**Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

**Adoption Date:**

June 2024

**Union County Educational Services Commission  
Curriculum Mapping – English I**

<b>Topics</b>	<b>UNIT 1</b>	<b>UNIT 2</b>	<b>UNIT 3</b>	<b>UNIT 4</b>
<b>Length of Unit</b>	approx. 10 weeks Marking Period 1	approx. 10 weeks Marking Period 2	approx. 10 weeks Marking Period 3	approx. 10 weeks Marking Period 4
<b>Essential Question(s) and/ or Big Idea(s)</b>	What makes an argument effective?	How can language be powerful?	How can we learn from our past to prepare for our future?	What makes analysis unique?
<b>Reading Focus/ Writing Focus</b>	Nonfiction/Argumentative	Fiction/Narrative	Historical/Informational	Poetry/Analytic
<b>Target Standards- Reading</b>	<p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p>	<p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p>	<p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p>	<p>RL.CR.9-10.1. Cite a range of thorough textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.9-10.1. Cite a range of thorough textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as</p>

	<p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, 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>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p>	<p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of</p>	<p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, 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.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.</p> <p>RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem</p>	<p>well as interpretations of the text.</p> <p>RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout the text, including how an idea or series of ideas or events develop, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical</p>
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	<p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts</p>	<p>world literature) and analyze how an author uses rhetorical devices to advance a point of view.</p>	<p>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, 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>RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.</p>	<p>meanings, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>RL.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).</p> <p>RI.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
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			<p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts</p>	<p>RL.CT.9-10.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material of historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.</p>
<b>Target Standards-Writing</b>	<p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</p> <p>A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization</p>	<p>W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a</p>	<p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the</p>	<p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the</p>

	<p>that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.</p> <p>C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that</p>	<p>problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>
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	<p>supports the argument presented</p> <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.WR.9–10.5. 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</p>	<p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or</p>	<p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source</p>
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	<p>W.SE.9–10.6. 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).</p> <p>W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p>		<p>solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>W.SE.9–10.6. 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).</p> <p>W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>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).</p> <p>W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p>
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<b>Reading Skills</b>	<p>Close Reading</p> <p>Point of view</p> <p>Annotation to identify textual evidence</p> <p>Make Inferences</p> <p>Summarize</p> <p>Identify Main Idea and Central Idea</p> <p>Identify Point of View</p> <p>Understand the importance of sequencing in making meaning</p> <p>Identify cultural experience from a non-U.S. text</p> <p>Determine how the author advances the point of view or purpose</p>	<p>Close Reading</p> <p>Annotation to identify textual evidence</p> <p>Identify and analyze theme Analyzing author’s use of</p> <ul style="list-style-type: none"> <li>● Dialogue</li> <li>● Pacing</li> <li>● Word choice</li> <li>● Mood</li> <li>● Tone</li> <li>● Figurative language</li> </ul> <p>Characterization</p> <p>Identify Point of View</p> <p>Identify and analyze conflict</p> <p>Identify cultural experience from world literature</p> <p>Apply historical knowledge to a piece of literature</p> <p>Compare and contrast two pieces of writing</p>	<p>Close Reading</p> <p>Point of view</p> <p>Annotation to identify textual evidence</p> <p>Make Inferences</p> <p>Summarize</p> <p>Identify Main Idea and Central Idea</p> <p>Identify Point of View</p> <p>Understand the importance of sequencing in making meaning</p> <p>Identify cultural experience from a non-U.S. text</p> <p>Determine how the author advances the point of view or purpose</p>	<p>Close Reading</p> <p>Annotation to identify textual evidence</p> <p>Compare and contrast two pieces of writing</p> <p>Characterization</p> <p>Point of View</p> <p>Identify and Analyze:</p> <ul style="list-style-type: none"> <li>● Tone</li> <li>● Figurative, Connotative, and Technical Meaning</li> <li>● Meaning through context</li> <li>● Impact of word choice on meaning</li> </ul> <p>Sequence of Events (including non-chronological sequencing)</p> <p>Purpose of sequencing</p>

	Analyze U.S. documents and how they address themes and concepts		Analyze U.S. documents and how they address themes and concepts	
	Determine the validity of claims presented by an author		Determine the validity of claims presented by an author	
	Compare and contrast two pieces of writing		Compare and contrast two pieces of writing	
<b>Writing Skills</b>	Write arguments to support claims	Determine how to sequence the events of a narrative	Write arguments to support claims	Write arguments to support claims
	Write informative texts to explain complex ideas	Purposefully sequence events to add to meaning and narrative effect	Write informative texts to explain complex ideas	Analyze details and explain how they prove the claim
	Outlining	Utilize narrative techniques in writing (dialogue, pacing, description, character)	Outlining	Compare multiple texts and/or media in writing using textual analysis and details
	Create and develop thesis/claim	Writing conclusions for narrative	Create and develop thesis/claim	Analyze the development of a complex text
	Citing textual evidence	Revising	Citing textual evidence	Use transitions in writing
	Sequencing	Utilize elements of fiction in writing	Sequencing	Use content-specific vocabulary correctly
	Analyzing evidence to support claims	Clear and concise writing	Analyzing evidence to support claims	Use formal or informal writing in the correct situation
	Writing counterclaims and supporting them with evidence	Revising & Editing	Writing counterclaims and supporting them with evidence	Creative Writing
	Writing in a formal and objective tone			Clear and concise writing
				Revising & Editing

	<p>Writing conclusion statements</p> <p>Compare multiple texts and/or media in writing using textual analysis and details</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>		<p>Writing in a formal and objective tone</p> <p>Writing conclusion statements</p> <p>Compare multiple texts and/or media in writing using textual analysis and details</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>	
<b>Assessment</b>	Read articles, multiple choice & open-ended response	Short Story, multiple choice & open-ended response	Historical Document, multiple choice & open-ended response	Compare and contrast a poem with a song, multiple choice & open-ended response