



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE Pre-AP English II

Curriculum Development Timeline

School: Ocean Township High School

Course: Pre-AP English II

Department: English

Board Approval	Supervisor	Notes
August 2012	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revisions
March 2019	Ian Schwartz	Review
August 2022	Ian Schwartz	Revisions Incorporate State Mandates
August 2024	Ian Schwartz	Updated to include New State Mandates
August 2025	Ian Schwartz	Revisions

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Moves in Argument	21	Unit 3: Voice in Synthesis
2	Unit 1: Moves in Argument	22	Unit 3: Voice in Synthesis
3	Unit 1: Moves in Argument	23	Unit 3: Voice in Synthesis
4	Unit 1: Moves in Argument	24	Unit 3: Voice in Synthesis
5	Unit 1: Moves in Argument	25	Unit 3: Voice in Synthesis
6	Unit 1: Moves in Argument	26	Unit 3: Voice in Synthesis
7	Unit 1: Moves in Argument	27	Unit 3: Voice in Synthesis
8	Unit 1: Moves in Argument	28	Unit 3: Voice in Synthesis
9	Unit 1: Moves in Argument	29	Unit 3: Voice in Synthesis
10	Unit 1: Moves in Argument	30	Unit 3: Voice in Synthesis
Week	Marking Period 2	Week	Marking Period 4
11	Unit 2: Persuasion in Literature	31	Unit 4: Purpose in Poetry and Prose
12	Unit 2: Persuasion in Literature	32	Unit 4: Purpose in Poetry and Prose
13	Unit 2: Persuasion in Literature	33	Unit 4: Purpose in Poetry and Prose
14	Unit 2: Persuasion in Literature	34	Unit 4: Purpose in Poetry and Prose
15	Unit 2: Persuasion in Literature	35	Unit 4: Purpose in Poetry and Prose
16	Unit 2: Persuasion in Literature	36	Unit 4: Purpose in Poetry and Prose
17	Unit 2: Persuasion in Literature	37	Unit 4: Purpose in Poetry and Prose
18	Unit 2: Persuasion in Literature	38	Unit 4: Purpose in Poetry and Prose
19	Unit 2: Persuasion in Literature	39	Unit 4: Purpose in Poetry and Prose

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20	Unit 2: Persuasion in Literature	40	Unit 4: Purpose in Poetry and Prose
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Core Instructional & Supplemental Materials including various levels of Texts

All Levels:

"In Harmony with Nature," "The World on the Turtle's Back," "Song of the Sky Loon," "Coyote Stories," "The Man to Send Rain Clouds," "The Way to Rainy Mountain." "Of Plymouth Plantation," "Women and Children First: The Mayflower Pilgrims," "The Interesting Narrative of the Life of Olaudah Equiano"; "Sinners in the Hands of an Angry God"; "The Crucible"; Poetry by Walt Whitman**; "The Notorious Jumping Frog of Calaveras County"; Selected poems by Emily Dickinson**; Of Mice and Men**; "The New Immigrants," "In American Society," "The Death of the Hired Man," "Death of the Ball Turret Gunner"; "Letter from Birmingham Jail"; The Adventures of Huckleberry Finn; My Antonia; The Great Gatsby; Poetry by Langston Hughes**; To Kill a Mockingbird; Julius Caesar; "A Raisin in the Sun" by Lorraine Hansberry**; Pre-AP English II Student Reader

Supplemental texts for Honors:

"Upon the Burning of Our House"; "Civil Disobedience"; "Walden"; The Red Badge of Courage; The Autobiography of Mark Twain; "The Love Song of J. Alfred Prufrock"; Poetry of Sylvia Plath; Poetry of Anne Sexton; The Grapes of Wrath; "To My Dear and Loving Husband"; "Psalm of Life," "The Devil and Tom Walker"; Short stories by Edgar Allen Poe; Life on the Mississippi; "Ambush"; "Teenage Wasteland"

CommonLit.org* (Differentiated by Reading Level for Struggling Learners; Advanced Learners)

[NJ Climate Change Educational Resources*](#)

[NJ Diversity, Equity, and Inclusion Educational Resources**](#)

* NJ Climate Change Education

**NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

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Time Frame	10 Weeks
Topic	
Unit 1: Moves in Argument	
Alignment to Standards	
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. 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. 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. RI.TS.9-10.4 Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). 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. 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. 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. 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. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims 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. C. Use transitions (e.g., words, phrases, clauses) to link the major sections	

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of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.

W.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.

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.

SL.PE.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.ES.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.SS.9-10.1 Demonstrate command of the system and structure of the English language when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. D. Use a colon to introduce a list or quotation.

L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or

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style, and to comprehend more fully when reading, writing, speaking or listening. A. 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. B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

C. 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).

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Learning Objectives and Activities

SWBAT answer the following questions:

- What makes an argument compelling, and how do writers develop and support their claims effectively?
- How do rhetorical choices—such as structure, word choice, and figurative language—affect the persuasiveness of an argument?
- How do different modes of argument (e.g., visual, written, and spoken) use rhetorical moves to influence an audience?
- What role does audience awareness play in shaping an argument's effectiveness?
- How do arguments build on or respond to other arguments?
- In what ways can we evaluate the validity, logic, and impact of an argument?
- How can we apply effective rhetorical moves in our own writing and speaking?

SWBAT demonstrate understanding of the following:

- Arguments are constructed through interconnected rhetorical moves that shape meaning and influence an audience.
- A compelling argument integrates claims, evidence, reasoning, and stylistic

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elements to persuade its audience.

- Writers and speakers tailor their arguments to specific audiences and contexts, adjusting tone, diction, and rhetorical strategies accordingly.
- Visual and multimodal arguments (e.g., cartoons, photographs, and digital media) employ rhetorical strategies just as written texts do.
- Evaluating an argument requires analyzing both what is explicitly stated and what is implied, considering bias, logical fallacies, and rhetorical effectiveness.
- Effective arguments engage with counterclaims, acknowledging and refuting opposing viewpoints to strengthen their case.
- By applying rhetorical moves in writing and speaking, students can craft persuasive arguments in academic, civic, and professional settings.

Learning Activities:

- Analyzing and evaluating a student-generated argument
- Comparing written and visual arguments (ie. identify claim, rhetorical techniques, and use of humor as an argumentative strategy in a cartoon)
- Tracing rhetorical moves in a persuasive text
- Crafting a persuasive argument with counterclaims
- Compare how spoken argument differs from written argument
- Arthur Miller's "The Crucible" – Students analyze the role of mob mentality and hysteria in shaping the characters' actions and arguments during the Salem witch trials.
- NY Times Article "37 Who Saw Murder Didn't Call Police" – Students compare real-life bystander apathy in the Kitty Genovese case with the actions of characters in The Crucible, discussing how silence and inaction contribute to the escalation of injustice.
- Kitty Genovese Murder Information (News Videos) – Students analyze media influence and ethical responsibility by discussing the public reaction to the Genovese murder in relation to individual accountability.
- Shirley Jackson's "The Lottery" – Students explore the dangers of blind tradition and groupthink by debating whether the villagers' compliance with the lottery reflects modern-day societal issues.
- Poe's "The Cask of Amontillado" – Students examine narrative unreliability in Poe's story, writing a short response about how the protagonist's argument justifies his actions to the reader.
- Poe's "The Black Cat" – Students write a character analysis of the narrator's moral conflict and how his arguments and justifications drive the plot toward his eventual downfall.
- Poe's "The Masque of the Red Death" – Students discuss how the symbolism of the rooms and the inevitability of death function as an argument against

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human pride and attempts to escape fate.

- Literary Terms Application – Students apply key literary terms (such as irony, symbolism, and conflict) to analyze how they function in *The Crucible*, *The Black Cat*, and *The Masque of the Red Death* to support the central themes.

Assessments

Formative:

- Journal writing
- Exit tickets
- Reading comprehension quizzes
- Pre-AP Learning Checkpoints

Alternative:

- Observation of Class discussions and participation
- Teacher-student conferences

Summative:

- Pre-AP Unit 1: Moves in Argument Performance Task
 - Use evidence, rhetorical analysis, and structured reasoning to explain how a writer builds an argument.

Benchmark:

- Literary Analysis Benchmark Essay

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Work in groups to utilize digital tools to create a visual representation (e.g., flowchart or concept map) of how an argument is developed

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

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9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Time Frame	10 Weeks
Topic	
Unit 2: Persuasion in Literature	
Alignment to Standards	
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. 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. 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. RL.TS.9-10.4 Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). 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. 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 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.	

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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. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims 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. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.

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

W.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.

SL.PE.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study;

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

SL.II.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.

L.SS.9-10.1 Demonstrate command of the system and structure of the English language when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. D. Use a colon to introduce a list or quotation.

L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. 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. B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VI.9-10.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. 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; how the language of a court opinion differs from that of a newspaper).

Learning Objectives and Activities

SWBAT answer the following questions:

- How do characters in literature use persuasion to achieve their goals?

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- What rhetorical strategies make persuasion effective or ineffective in a given context?
- How do cultural values and historical context influence persuasion in literature?
- How does the act of persuasion reveal aspects of a character's personality and motivations?
- What are the ethical implications of persuasion? When does persuasion become manipulation?
- How do different modes of persuasion (spoken, written, visual) shape audience responses?
- How can analyzing literary persuasion improve our own argumentation skills?

SWBAT demonstrate understanding of the following:

- Persuasion in literature mirrors real-life rhetorical strategies—characters, like real people, adapt their arguments based on audience and context.
- Persuasive language is a tool of power—it can be used to lead, manipulate, or inspire.
- Cultural and historical context shapes persuasive strategies—what is persuasive in one setting may fail in another.
- Persuasion in literature reveals character—the way a character argues reflects their values, intelligence, and intentions.
- Effective persuasion requires an understanding of audience—characters (and writers) must anticipate resistance and tailor their appeals accordingly.
- Literary persuasion often reflects broader societal conflicts—the personal struggles of characters can symbolize larger historical, political, or cultural tensions.
- Studying persuasion in literature strengthens our own rhetorical skills, enabling us to craft stronger arguments in writing and speech.

Learning Activities:

- Identify and analyze the rhetorical strategies used by characters in literary texts
- Explore how persuasion in literary texts reflects tensions such as those between cultural traditions, generational conflict, and personal values.
- Investigate how characters' attempts at persuasion reveal their worldviews and create dramatic tension
- Examine how persuasion in drama relies on tone, body language, and subtext
- Synthesize learning by crafting a literary analysis essay on persuasion in one of the unit's texts.
- Read, analyze, and discuss works of poetry by Emily Dickinson and Walt Whitman, and consider the artistic and social contributions of the poets**
- Students will read Whitman's "When I heard the learn'd astronomer" and the

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essay, "Will We Fix the Weather?" by Robert Krulwich (CommonLit). Students will discuss: If Whitman could have a conversation with Robert Krulwich about Krulwich's essay, what argument would he make? Which ideas would he agree and disagree with? Students will discuss the impact of the changing climate on local and global communities.*

*NJ Climate Change Education

**NJ LGBT and Persons with Disabilities Education

Assessments

Formative:

- Journal writing
- Exit tickets
- Reading comprehension quizzes
- Pre-AP Learning Checkpoints

Alternative:

- Observation of Class discussions and participation
- Teacher-student conferences

Summative:

- Pre-AP Unit 2: Persuasion in Literature Performance Task
 - Analyze an instance of persuasion in a literary text and explain what larger message or theme the author is trying to convey. Possible topics to include
 - Fitzgerald's *The Great Gatsby*: Is it possible to repeat/relive the past?
 - Hansberry's "A Raisin in the Sun": Walter and Ruth's opposing perspectives on the topic of dreams.
 - Is the American Dream attainable for all? Why or why not?

Interdisciplinary Connections

Climate Change Education:

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

Career Readiness, Life Literacies, and Key Skills

Students will reflect upon and respond to unit texts in a range of creative forms and

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media:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Time Frame	10 Weeks
Topic	
Unit 3: Voice in Synthesis	
Alignment to Standards	
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. 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. 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. RI.TS.9-10.4 Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.PP.9-10.5 Determine an author's purpose in a text (including cultural experience	

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and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

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.

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.

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. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims 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. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.

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

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or explanation presented (e.g., articulating implications or the significance of the topic).

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.

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).

SL.PE.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.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.ES.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.SS.9-10.1 Demonstrate command of the system and structure of the English language when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. D. Use a colon to introduce a list or quotation.

L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A.

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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. B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Objectives and Activities

SWBAT answer the following questions:

- What does it mean to "enter a conversation" in academic and civic discourse?
- How do writers integrate multiple perspectives into a single, cohesive argument?
- What rhetorical strategies help an argument remain persuasive while acknowledging other viewpoints?
- How does word choice, tone, and structure impact an argument's effectiveness?
- What role does historical, legal, or cultural context play in shaping an argument?
- How can writers balance their own voice with the voices of other sources in a synthesis-based argument?
- What are the ethical considerations when incorporating or responding to other viewpoints?

SWBAT demonstrate understanding of the following:

- Academic and civic discourse is an ongoing conversation—writers and speakers engage with existing arguments to develop new ideas.
- Synthesis writing requires more than summarizing multiple sources—it involves integrating perspectives while maintaining a clear, original stance.
- Writers use rhetorical strategies—such as appeals to ethos, logos, and pathos—to strengthen their arguments and respond effectively to counterarguments.
- Effective argumentation requires an understanding of audience and purpose, which influence tone, structure, and evidence selection.
- Legal and historical texts, such as Supreme Court opinions, provide models of synthesis writing, demonstrating how arguments evolve over time.
- Writers must evaluate the credibility, bias, and intent of their sources when engaging in synthesis.
- Developing a strong, informed voice in synthesis writing prepares students for academic, professional, and civic engagement.

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Learning Activities:

- Engage in structured academic discussions in order to understand synthesis as an ongoing conversation
- Synthesize multiple viewpoints in writing
- Introduce students to constitutional argumentation by analyzing the structure and meaning of the First Amendment.
- Evaluate contrasting arguments and the rhetorical strategies used to persuade different audiences.
- Write a synthesis argument, incorporating multiple sources while maintaining a strong, original voice.

Assessments

Formative:

- Journal writing
- Exit tickets
- Reading comprehension quizzes
- Pre-AP Learning Checkpoints

Alternative:

- Observation of Class discussions and participation
- Teacher-student conferences

Summative Assessment:

- Pre-AP Unit 3: Voice in Synthesis Performance Task
 - Write an essay that synthesizes material from at least three sources and develops a position
 - Eg. Steinbeck's *Of Mice and Men*
 - Synthesize nonfiction articles relating to Racism, The American Dream, and/or The Importance of Companionship.
 - Choose a topic and synthesize information from at least two additional sources to connect to the theme in the novel.

Interdisciplinary Connections

First amendment analysis activity:

6.1.12.Civics.PI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.

Career Readiness, Life Literacies, and Key Skills

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Students will engage in online collaboration through a variety of platforms in order to facilitate group discussions of texts, themes, and ideas central to the unit of study:
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Technology Integration

Utilize technology to engage in on-going discussion and collaborative analysis of unit texts:
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

Time Frame	10 Weeks
Topic	
Unit 4: Purpose in Poetry and Prose	
Alignment to Standards	
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. 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. 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. RL.TS.9-10.4 Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g.,	

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pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

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.

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).

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

W.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.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SL.PE.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

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

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

L.SS.9-10.1 Demonstrate command of the system and structure of the English language when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. D. Use a colon to introduce a list or quotation.

L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. 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. B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VI.9-10.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures

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of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. 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; how the language of a court opinion differs from that of a newspaper).

Learning Objectives and Activities

SWBAT answer the following questions:

- How does poetry use language differently than other forms of writing?
- How do poets use literary devices such as imagery, metaphor, and sound to convey meaning and emotion?
- How do shifts in tone, structure, or perspective impact a poem's overall meaning?
- What role does the speaker play in shaping a poem's message and emotional impact?
- How do poems that praise, mourn, or mock use language differently to achieve their purposes?
- In what ways do poems engage with or challenge cultural and historical contexts?
- How can analyzing poetry help us become more insightful readers and more expressive writers?
- How does reading affect our view on the world around us? How does reading contribute to the development of empathy, and help readers contribute to crafting a diverse, equitable, and inclusive society?**

SWBAT demonstrate understanding of the following:

- Poetry is a powerful form of expression that relies on precise language, structure, and sound to convey meaning and evoke emotion.
- The speaker of a poem shapes its message, tone, and perspective, guiding the reader's interpretation.
- Poetic shifts—such as changes in tone, structure, or point of view—are key to understanding a poem's deeper meaning.
- Different types of poetry, including poems that praise, mourn, and mock, use language and form uniquely to achieve their effects.
- Literary devices such as metaphor, imagery, allusion, and sound patterns enhance the impact of a poem and deepen its meaning.
- Poetry can be analyzed as both an individual work and as part of a larger literary conversation, drawing on historical and cultural contexts.
- Writing about and responding to poetry strengthens analytical skills, creative expression, and appreciation for language.

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Learning Activities:

- Read and annotate poetry in order to identify poetic elements (imagery, metaphor, repetition, and tone shifts)
- Create a found poem using words and phrases from a prose text; experiment with line breaks, repetition, and punctuation to shape their poems' tone and meaning
- Analyze how odes use vivid imagery and extended metaphor to celebrate ordinary objects.
- Investigate how imagery, tone shifts, and metaphor shape meaning in poetry.
- Examine how poets use irony and satire to challenge perspectives

****NJ Diversity, Equity, and Inclusion Education**

Assessments

Formative:

- Journal writing
- Exit tickets
- Reading comprehension quizzes
- Pre-AP Learning Checkpoints

Alternative:

- Observation of Class discussions and participation
- Teacher-student conferences
- Portfolio Update

Summative Assessment:

- Pre-AP Unit 4: Purpose in Poetry and Prose Performance Task
 - Analyze how a poet uses poetic elements and techniques convey the speaker's complex perspective.

Benchmark Assessment:

- Literary Analysis Essay

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students will reflect upon and respond to unit texts in a range of creative forms and

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media:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Digital Portfolio Update:

Students will maintain a digital portfolio showing learning and growth from the class, including reflection on college and career planning and goal-setting.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group

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- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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