

# English II

## Unit 1: Destiny

### Stage 1: Desired Results

#### Standards & Indicators:

##### Language Domain

L.SS.9–10.1. **Language. System and Structure of Language.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.
- E. Recognize spelling conventions.

L.KL.9–10.2. **Language. Knowledge of Language.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.VL.9–10.3. **Language. Vocabulary Acquisition, Use and Literal Meaning.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).

L.VI.9–10.4. **Language. Vocabulary Acquisition, Use and Interpretative Meaning.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).

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### Reading Domain

RL.CR.9–10.1. [Reading Literature.Close Reading of Text.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.

RI.CR.9–10.1. [Reading Informational Texts.Close Reading of Text.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.

RL.CI.9–10.2. [Reading Literature.Central Ideas and Themes of Texts.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.

RI.CI.9–10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.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.

RL.IT.9–10.3. [Reading Literature.Interactions Among Text Elements.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.

RI.IT.9–10.3. [Reading Informational Texts.Interactions Among Text Elements.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.

RL.TS.9–10.4. [Reading Literature.Text Structure.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).

RI.TS.9–10.4. [Reading Informational Texts.Text Structure.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).

RL.PP. 9–10.5. [Reading Literature.Perspective and Purpose in Texts.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.

RI.PP.9–10.5. [Reading Informational Texts.Perspective and Purpose in Texts.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.

RL.MF.9–10.6. [Reading Literature.Diverse Media and Formats.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).

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RI.AA.9–10.7. [Reading Informational Texts.Analysis of an Argument.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.

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RL.CT.9–10.8. [Reading Literature.Comparison of Texts.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.

RI.CT.9–10.8. [Reading Informational.Comparison of Texts.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. 🌱

### Writing Domain

W.AW.9–10.1. [Writing.Argumentative Writing.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.WP.9–10.4. [Writing.Writing Process.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. [Writing.Writing Research.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. [Writing.Sources of Evidence.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).

W.RW.9–10.7. [Writing.Range of Writing.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.

### Speaking and Listening Domain

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.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.

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- 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. [Speaking and Listening.Integrate Information.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. [Speaking and Listening.Evaluate Speakers.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. [Speaking and Listening.Present Information.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. [Speaking and Listening.Use Media.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. [Speaking and Listening.Adapt Speech.9-10.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.


### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

**Central Idea/Enduring Understanding:**  
Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.

**Essential/Guiding Question:**  
To what extent do we determine our own success or failure?

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<p>Various types of texts are used to communicate ideas.</p> <p>Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.</p> <p>Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.</p> <p>Effective written communication relies on choosing the proper form of writing.</p> <p>Use writing to clearly communicate ideas, incorporating technology when appropriate.</p> <p>Knowledge and ideas are developed through research by using and evaluating multiple sources to gather evidence and relevant information to form a written argument.</p> <p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p> <p>Visual materials enhance understanding.</p> <p>Speak and present using multimedia formats so others can understand your ideas.</p> <p>Control of mechanics and proper grammar promote effective spoken and written communication.</p>	
<p><b>Content:</b></p> <p><b>Reading Literature (RL)</b></p> <p>Textual evidence</p> <p>Theme</p> <p>Central idea</p> <p>Universal theme</p> <p>Summary / Summarize</p> <p>Complex characters</p> <p>Character development</p> <p>Conflict</p> <p>Setting</p> <p>Plot structure</p> <p>Motivation</p> <p>Tone</p>	<p><b>Skills (Objectives):</b></p> <p> Reading Literature (RL.9–10)</p> <p>Identify specific passages that support explicit meaning or inferences.</p> <p>Cite multiple pieces of evidence to support analysis.</p> <p>Analyze where the text leaves matters uncertain and discuss implications.</p> <p>Summarize a theme or central idea objectively.</p> <p>Trace how the theme develops through specific details.</p> <p>Evaluate the coherence of the theme across the text.</p> <p>Describe how a character's traits or decisions influence the plot.</p> <p>Analyze interactions among characters to reveal theme or conflict.</p>

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<p>Mood Point of view Narrator reliability Figurative language Symbolism Irony (verbal, dramatic, situational) Allusion Imagery Syntax Diction Structure Cultural context Author's purpose Literary analysis</p> <p><b>Reading Informational Text (RI)</b> Central idea Objective summary Textual evidence Author's argument Claim / Counterclaim Bias Rhetoric Ethos / Pathos / Logos Tone Purpose Perspective / Point of view Connotation / Denotation Word choice (diction) Text structure Seminal U.S. documents Primary / Secondary source Quantitative / Qualitative data Credibility Evidence-based argument Synthesis of sources</p> <p><b>Writing (W)</b> Argumentative writing Thesis statement Claim / Counterclaim Evidence Analysis Citations (MLA/APA) Transitions Conclusion Tone and style Audience awareness Purpose Revision Editing Research writing Plagiarism</p>	<p>Evaluate how character development advances thematic depth. Interpret figurative, connotative, and technical meanings of words and phrases. Analyze the cumulative impact of word choice on mood and tone. Compare an original text with its adaptation to identify shifts. Analyze how context, history, or source material is reinterpreted in adaptations.</p> <p>■ Reading Informational Text (RI.9–10) Identify passages that support explicit statements and inferences. Cite evidence across the text to support analytical claims. Evaluate uncertainty or incompleteness within a text's argument. Determine the central idea of a text. Analyze how details refine the central idea. Summarize informational texts objectively. Describe how the author organizes ideas or events. Analyze sequencing and the development of connections. Evaluate how structure impacts clarity and reasoning. Interpret language and tone in context. Analyze how word choice shapes tone and meaning. Interpret historical or literary documents by analyzing their context. Compare how authors transform source materials or present differing perspectives.</p> <p>👉 Writing (W.9–10) Introduce claims and acknowledge counterclaims in an argument. Organize reasons and evidence effectively. Evaluate the effectiveness of counterclaims and refutations. Explore complex ideas clearly and accurately in explanatory writing. Produce clear and coherent writing appropriate to purpose and audience. Revise writing using feedback and style manuals. Use technology to plan, draft, and publish writing.</p> <p>🗣️ Language (L.9–10) Use parallel structure in writing and speech. Apply varied phrases and clauses to improve sentence clarity. Use semicolons, colons, and correct punctuation in complex constructions. Vary word choice and sentence structure for tone or style. Interpret figures of speech and analyze their role in meaning. Analyze nuanced meanings of similar words. Acquire and apply academic and domain-specific vocabulary. Independently gather and verify meanings of unfamiliar words.</p> <p>🗣️ Speaking &amp; Listening (SL.9–10) Initiate and participate effectively in academic discussions.</p>
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<p>Paraphrasing Synthesis of multiple sources Formal style</p> <p><b>Speaking and Listening (SL)</b> Collaborative discussion Active listening Clarify / Clarification Rebuttal / Counterargument Evidence-based discussion Presentation skills Multimedia integration Visual aids Volume / Tone / Pace Purpose Audience engagement Formal / informal register Constructive feedback Summary of a speaker's points</p> <p><b>Language (L)</b> Conventions of standard English Grammar / Usage Parallel structure Phrase / Clause Active vs. Passive voice Subjunctive mood Semicolon / Colon / Dash Syntax Tone Figurative language Nuance Connotation / Denotation Word relationships Analogies Academic vocabulary Domain-specific vocabulary Context clues Reference tools</p> <p>“Sports Gene” “Outliers” “Instinct: The Power to Unleash Your Inborn Drive”</p>	<p>Build on others' ideas and express viewpoints persuasively. Identify a speaker's point of view, reasoning, and use of evidence. Evaluate the logic, credibility, and effectiveness of spoken arguments. Adapt speech for a variety of contexts and audiences. Demonstrate command of formal English when appropriate.</p>
<p><b><u>Interdisciplinary Connections:</u></b> The texts in this unit inform students' understanding of psychology and mental illness, biology, and environmental science.</p>	
<p><b>Stage 2: Assessment Evidence</b></p>	
<p><b><u>Performance Task(s):</u></b> End of Unit 1 Assessment Extended Writing Project: Research Simulation Task; Argumentative Writing</p>	<p><b><u>Other Evidence:</u></b> Reading Assignments Writing Assignments Skill Assignments Blast Assignments</p>

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		Common Formative Assessments IXL	
<b>Stage 3: Learning Plan</b>			
<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p>Peer Reviews Think-Pair-Share Turn and Talk Small Group Instruction Kagan Cooperative Learning Strategies Socratic Seminar Philosophical Chairs Four Corners Journaling</p>		<p><b><u>Resources:</u></b></p> <p><a href="#">StudySync Program</a></p> <ul style="list-style-type: none"> <li>● Blasts</li> <li>● Research Links</li> <li>● Spotlight Skills</li> <li>● StudySync TV</li> <li>● Peer Reviews</li> </ul> <p><a href="#">IXL</a></p> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul> <p><a href="http://youthandmedia.org/teaching-and-outreach/digital-literacy-resource-platform/">http://youthandmedia.org/teaching-and-outreach/digital-literacy-resource-platform/</a></p>	
<p><b><u>Differentiation</u></b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<p>Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction</p>	<p>Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts</p>	<p>Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

# English II

## **Unit 2: Taking a Stand**

### **Stage 1: Desired Results**

#### **Standards & Indicators:**

##### Language Domain

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- 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.
- E. Recognize spelling conventions.

L.KL.9–10.2. **Language. Knowledge of Language.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.

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- 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.
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- 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.
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- 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.WP.9–10.4. [Writing.Writing Process.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.SE.9–10.6. [Writing.Sources of Evidence.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).

W.RW.9–10.7. [Writing.Range of Writing.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.

### Speaking and Listening Domain

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.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.

## English II

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. [Speaking and Listening.Integrate Information.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. [Speaking and Listening.Evaluate Speakers.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. [Speaking and Listening.Present Information.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. [Speaking and Listening.Use Media.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. [Speaking and Listening.Adapt Speech.9-10.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.1.12.EG.3	Explain how individuals and businesses influence government policies.	There are different ways you can influence government policy to improve your financial situation.
9.1.12.EG.5	Relate a country’s economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.	

**Central Idea/Enduring Understanding:**  
 Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.

Various types of texts are used to communicate ideas.

Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.

Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.

Effective written communication relies on choosing the proper form of writing.




Use writing to clearly communicate ideas, incorporating technology when appropriate.

**Essential/Guiding Question:**  
**When is it appropriate to challenge the rules?**

## English II

<p>Knowledge and ideas are developed through research by using and evaluating multiple sources to gather evidence and relevant information to form a written argument.</p> <p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p> <p>Visual materials enhance understanding.</p> <p>Speak and present using multimedia formats so others can understand your ideas.</p> <p>Control of mechanics and proper grammar promote effective spoken and written communication.</p>	
<p><b>Content:</b></p> <p><b>Reading Literature (RL)</b></p> <ul style="list-style-type: none"> <li>Textual evidence</li> <li>Theme</li> <li>Central idea</li> <li>Universal theme</li> <li>Summary / Summarize</li> <li>Complex characters</li> <li>Character development</li> <li>Conflict</li> <li>Setting</li> <li>Plot structure</li> <li>Motivation</li> <li>Tone</li> <li>Mood</li> <li>Point of view</li> <li>Narrator reliability</li> <li>Figurative language</li> <li>Symbolism</li> <li>Irony (verbal, dramatic, situational)</li> <li>Allusion</li> <li>Imagery</li> <li>Syntax</li> <li>Diction</li> <li>Structure</li> <li>Cultural context</li> <li>Author's purpose</li> <li>Literary analysis</li> </ul> <p><b>Reading Informational Text (RI)</b></p> <ul style="list-style-type: none"> <li>Central idea</li> <li>Objective summary</li> </ul>	<p><b>Skills (Objectives):</b></p> <p><span style="color: blue;">■</span> Reading Literature (RL.9–10)</p> <ul style="list-style-type: none"> <li>Identify specific passages that support explicit meaning or inferences.</li> <li>Cite multiple pieces of evidence to support analysis.</li> <li>Analyze where the text leaves matters uncertain and discuss implications.</li> <li>Summarize a theme or central idea objectively.</li> <li>Trace how the theme develops through specific details.</li> <li>Evaluate the coherence of the theme across the text.</li> <li>Describe how a character's traits or decisions influence the plot.</li> <li>Analyze interactions among characters to reveal theme or conflict.</li> <li>Evaluate how character development advances thematic depth.</li> <li>Interpret figurative, connotative, and technical meanings of words and phrases.</li> <li>Analyze the cumulative impact of word choice on mood and tone.</li> <li>Compare an original text with its adaptation to identify shifts.</li> <li>Analyze how context, history, or source material is reinterpreted in adaptations.</li> </ul> <p><span style="color: blue;">■</span> Reading Informational Text (RI.9–10)</p> <ul style="list-style-type: none"> <li>Identify passages that support explicit statements and inferences.</li> <li>Cite evidence across the text to support analytical claims.</li> <li>Evaluate uncertainty or incompleteness within a text's argument.</li> <li>Determine the central idea of a text.</li> <li>Analyze how details refine the central idea.</li> <li>Summarize informational texts objectively.</li> </ul>

## English II

<p>Textual evidence Author's argument Claim / Counterclaim Bias Rhetoric Ethos / Pathos / Logos Tone Purpose Perspective / Point of view Connotation / Denotation Word choice (diction) Text structure Seminal U.S. documents Primary / Secondary source Quantitative / Qualitative data Credibility Evidence-based argument Synthesis of sources</p> <p><b>Writing (W)</b> Argumentative writing Thesis statement Claim / Counterclaim Evidence Analysis Citations (MLA/APA) Transitions Conclusion Tone and style Audience awareness Purpose Revision Editing Research writing Plagiarism Paraphrasing Synthesis of multiple sources Formal style</p> <p><b>Speaking and Listening (SL)</b> Collaborative discussion Active listening Clarify / Clarification Rebuttal / Counterargument Evidence-based discussion Presentation skills Multimedia integration Visual aids Volume / Tone / Pace Purpose Audience engagement Formal / informal register</p>	<p>Describe how the author organizes ideas or events. Analyze sequencing and the development of connections. Evaluate how structure impacts clarity and reasoning. Interpret language and tone in context. Analyze how word choice shapes tone and meaning. Interpret historical or literary documents by analyzing their context. Compare how authors transform source materials or present differing perspectives.</p> <p> <b>Writing (W.9–10)</b> Introduce claims and acknowledge counterclaims in an argument. Organize reasons and evidence effectively. Evaluate the effectiveness of counterclaims and refutations. Explore complex ideas clearly and accurately in explanatory writing. Produce clear and coherent writing appropriate to purpose and audience. Revise writing using feedback and style manuals. Use technology to plan, draft, and publish writing.</p> <p> <b>Language (L.9–10)</b> Use parallel structure in writing and speech. Apply varied phrases and clauses to improve sentence clarity. Use semicolons, colons, and correct punctuation in complex constructions. Vary word choice and sentence structure for tone or style. Interpret figures of speech and analyze their role in meaning. Analyze nuanced meanings of similar words. Acquire and apply academic and domain-specific vocabulary. Independently gather and verify meanings of unfamiliar words.</p> <p> <b>Speaking &amp; Listening (SL.9–10)</b> Initiate and participate effectively in academic discussions. Build on others' ideas and express viewpoints persuasively. Identify a speaker's point of view, reasoning, and use of evidence. Evaluate the logic, credibility, and effectiveness of spoken arguments. Adapt speech for a variety of contexts and audiences. Demonstrate command of formal English when appropriate.</p>
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## English II

<p>Constructive feedback Summary of a speaker's points</p> <p><b>Language (L)</b> Conventions of standard English Grammar / Usage Parallel structure Phrase / Clause Active vs. Passive voice Subjunctive mood Semicolon / Colon / Dash Syntax Tone Figurative language Nuance Connotation / Denotation Word relationships Analogies Academic vocabulary Domain-specific vocabulary Context clues Reference tools</p> <p><i>Animal Farm</i> <i>Fahrenheit 451</i> "The Refusal" <i>Things Fall Apart</i> "Letters from Birmingham Jail"</p>	
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**Interdisciplinary Connections:**

The readings in this unit inform students' understanding of how government and leadership affect communities.

### Stage 2: Assessment Evidence

**Performance Task(s):**

End of Unit 2 Assessment  
Extended Writing Project: Argumentative Writing

**Other Evidence:**

Reading Assignments  
Writing Assignments  
Skill Assignments  
Blast Assignments  
Common Formative Assessments  
IXL

### Stage 3: Learning Plan

**Learning Opportunities/Strategies:**

Peer Reviews  
Think-Pair-Share  
Turn and Talk  
Small Group Instruction  
Kagan Cooperative Learning Strategies  
Socratic Seminar  
Philosophical Chairs  
Four Corners  
Journaling

**Resources:**

StudySync

- Blasts
- Research Links
- Spotlight Skills
- StudySync TV
- Peer Reviews

IXL

LGBTQ and Disabilities Resources:

## English II

	<ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul> <p><a href="http://youthandmedia.org/teaching-and-outreach/digital-literacy-resource-platform/">http://youthandmedia.org/teaching-and-outreach/digital-literacy-resource-platform/</a></p>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction	Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

<b>Unit 3: Moving Forward</b>
<b>Stage 1: Desired Results</b>
<p><b><u>Standards &amp; Indicators:</u></b></p> <p>Language Domain</p> <hr/> <p>L.SS.9–10.1. <a href="#">Language. System and Structure of Language.9-10.1</a>. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p style="margin-left: 20px;">A. Use parallel structure.</p> <p style="margin-left: 20px;">B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>

## English II

- 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.
- E. Recognize spelling conventions.

L.KL.9–10.2. [Language. Knowledge of Language.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.VL.9–10.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.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).

L.VI.9–10.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.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).

### Reading Domain

RL.CR.9–10.1. [Reading Literature.Close Reading of Text.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.

RI.CR.9–10.1. [Reading Informational Texts.Close Reading of Text.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.

RL.CI.9–10.2. [Reading Literature.Central Ideas and Themes of Texts.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.

RI.CI.9–10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.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.

## English II

RL.IT.9–10.3. [Reading Literature.Interactions Among Text Elements.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.

RI.IT.9–10.3. [Reading Informational Texts.Interactions Among Text Elements.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.

RL.TS.9–10.4. [Reading Literature.Text Structure.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).

RI.TS.9–10.4. [Reading Informational Texts.Text Structure.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).

RL.PP. 9–10.5. [Reading Literature.Perspective and Purpose in Texts.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.

RI.PP.9–10.5. [Reading Informational Texts.Perspective and Purpose in Texts.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.

RL.MF.9–10.6. [Reading Literature.Diverse Media and Formats.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).

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.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. [Reading Informational Texts.Analysis of an Argument.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.

RL.CT.9–10.8. [Reading Literature.Comparison of Texts.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.

RI.CT.9–10.8. [Reading Informational.Comparison of Texts.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. 🌱

### Writing Domain

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.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.

## English II

- 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.WP.9–10.4. [Writing.Writing Process.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. [Writing.Writing Research.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. [Writing.Sources of Evidence.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).

W.RW.9–10.7. [Writing.Range of Writing.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.

### Speaking and Listening Domain

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.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. [Speaking and Listening.Integrate Information.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. [Speaking and Listening.Evaluate Speakers.9-10.3](#). Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

## English II

<p>SL.PI.9–10.4. <a href="#">Speaking and Listening.Present Information.9-10.4</a>. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.UM.9–10.5. <a href="#">Speaking and Listening.Use Media.9-10.5</a>. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱</p> <p>SL.AS.9–10.6. <a href="#">Speaking and Listening.Adapt Speech.9-10.6</a>. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
Standard	Performance Expectations	Core Idea
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3)	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).	
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)	
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).	
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	
9.4.12.IML.9	Analyze the decisions creators make to reveal	Media have embedded values and points of view.


## English II

	<p>explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p>	
<p><b>Central Idea/Enduring Understanding:</b>            Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.</p> <p>Various types of texts are used to communicate ideas.</p> <p>Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.</p> <p>Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.</p> <p>Effective written communication relies on choosing the proper form of writing.</p> <p>Use writing to clearly communicate ideas, incorporating technology when appropriate.</p> <p>Knowledge and ideas are developed through research by using and evaluating multiple sources to gather evidence and relevant information to form a written argument.</p> <p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p> <p>Visual materials enhance understanding.</p> <p>Speak and present using multimedia formats so others can understand your ideas.</p> <p>Control of mechanics and proper grammar promote effective spoken and written communication.</p>	<p><b>Essential/Guiding Question:</b></p> <p>How does culture influence your goals?</p>	
<p><b>Content:</b>  <b>Reading Literature (RL)</b>            Textual evidence            Theme            Central idea            Universal theme            Summary / Summarize</p>	<p><b>Skills (Objectives):</b>   Reading Literature (RL.9–10)            Identify specific passages that support explicit meaning or inferences.            Cite multiple pieces of evidence to support analysis.            Analyze where the text leaves matters uncertain and discuss implications.</p>	

## English II

<p>Complex characters Character development Conflict Setting Plot structure Motivation Tone Mood Point of view Narrator reliability Figurative language Symbolism Irony (verbal, dramatic, situational) Allusion Imagery Syntax Diction Structure Cultural context Author's purpose Literary analysis</p> <p><b>Reading Informational Text (RI)</b> Central idea Objective summary Textual evidence Author's argument Claim / Counterclaim Bias Rhetoric Ethos / Pathos / Logos Tone Purpose Perspective / Point of view Connotation / Denotation Word choice (diction) Text structure Seminal U.S. documents Primary / Secondary source Quantitative / Qualitative data Credibility Evidence-based argument Synthesis of sources</p> <p><b>Writing (W)</b> Informative / explanatory writing Thesis statement Claim / Counterclaim Evidence Analysis Citations (MLA/APA) Transitions Conclusion</p>	<p>Summarize a theme or central idea objectively. Trace how the theme develops through specific details. Evaluate the coherence of the theme across the text. Describe how a character's traits or decisions influence the plot. Analyze interactions among characters to reveal theme or conflict. Evaluate how character development advances thematic depth. Interpret figurative, connotative, and technical meanings of words and phrases. Analyze the cumulative impact of word choice on mood and tone. Compare an original text with its adaptation to identify shifts. Analyze how context, history, or source material is reinterpreted in adaptations.</p> <p>■ <b>Reading Informational Text (RI.9–10)</b> Identify passages that support explicit statements and inferences. Cite evidence across the text to support analytical claims. Evaluate uncertainty or incompleteness within a text's argument. Determine the central idea of a text. Analyze how details refine the central idea. Summarize informational texts objectively. Describe how the author organizes ideas or events. Analyze sequencing and the development of connections. Evaluate how structure impacts clarity and reasoning. Interpret language and tone in context. Analyze how word choice shapes tone and meaning. Interpret historical or literary documents by analyzing their context. Compare how authors transform source materials or present differing perspectives.</p> <p>👉 <b>Writing (W.9–10)</b> Introduce claims and acknowledge counterclaims in an argument. Organize reasons and evidence effectively. Evaluate the effectiveness of counterclaims and refutations. Explore complex ideas clearly and accurately in explanatory writing. Develop informative writing with relevant facts and examples. Conclude explanatory texts by articulating implications or significance. Produce clear and coherent writing appropriate to purpose and audience. Revise writing using feedback and style manuals. Use technology to plan, draft, and publish writing.</p> <p>🗣️ <b>Language (L.9–10)</b> Use parallel structure in writing and speech. Apply varied phrases and clauses to improve sentence clarity.</p>
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## English II

<p>Tone and style Audience awareness Purpose Revision Editing Research writing Plagiarism Paraphrasing Synthesis of multiple sources Formal style</p> <p><b>Speaking and Listening (SL)</b> Collaborative discussion Active listening Clarify / Clarification Rebuttal / Counterargument Evidence-based discussion Presentation skills Multimedia integration Visual aids Volume / Tone / Pace Purpose Audience engagement Formal / informal register Constructive feedback Summary of a speaker's points</p> <p><b>Language (L)</b> Conventions of standard English Grammar / Usage Parallel structure Phrase / Clause Active vs. Passive voice Subjunctive mood Semicolon / Colon / Dash Syntax Tone Figurative language Nuance Connotation / Denotation Word relationships Analogies Academic vocabulary Domain-specific vocabulary Context clues Reference tools</p> <p><i>Night</i> (Full Text) "Civil Peace" "Research Project" "The Gathering Place"</p>	<p>Use semicolons, colons, and correct punctuation in complex constructions. Vary word choice and sentence structure for tone or style. Interpret figures of speech and analyze their role in meaning. Analyze nuanced meanings of similar words. Acquire and apply academic and domain-specific vocabulary. Independently gather and verify meanings of unfamiliar words.</p> <p> <b>Speaking &amp; Listening (SL.9–10)</b> Initiate and participate effectively in academic discussions. Build on others' ideas and express viewpoints persuasively. Identify a speaker's point of view, reasoning, and use of evidence. Evaluate the logic, credibility, and effectiveness of spoken arguments. Adapt speech for a variety of contexts and audiences. Demonstrate command of formal English when appropriate.</p>
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## English II

### Interdisciplinary Connections:

The texts in this unit inform students' understanding of the Holocaust and its implications for modern society.

### Stage 2: Assessment Evidence

#### Performance Task(s):

End of Unit 3 Assessment  
Extended Writing Project: Research Simulation Task; informative Writing

#### Other Evidence:

Reading Assignments  
Writing Assignments  
Skill Assignments  
Blast Assignments  
Common Formative Assessments  
IXL

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

Peer Reviews  
Think-Pair-Share  
Turn and Talk  
Small Group Instruction  
Kagan Cooperative Learning Strategies  
Socratic Seminar  
Philosophical Chairs  
Four Corners  
Journaling

#### Resources:

##### StudySync Program

- Blasts
- Research Links
- Spotlight Skills
- StudySync TV
- Peer Reviews

##### IXL

##### LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

##### DEI Educational Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)

<http://youthandmedia.org/teaching-and-outreach/digital-literacy-resource-platform/>

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction	Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing

## English II

		Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors	ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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### Unit 4: Origin Stories

#### Stage 1: Desired Results

#### Standards & Indicators:

##### Language Domain

L.SS.9–10.1. [Language. System and Structure of Language.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.
- E. Recognize spelling conventions.

L.KL.9–10.2. [Language. Knowledge of Language.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.VL.9–10.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.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).

## English II

- L.VI.9–10.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - Analyze nuances in the meaning of words with similar denotations.
  - 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).

### Reading Domain

RL.CR.9–10.1. [Reading Literature.Close Reading of Text.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.

RI.CR.9–10.1. [Reading Informational Texts.Close Reading of Text.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.

RL.CI.9–10.2. [Reading Literature.Central Ideas and Themes of Texts.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.

RI.CI.9–10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.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.

RL.IT.9–10.3. [Reading Literature.Interactions Among Text Elements.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.

RI.IT.9–10.3. [Reading Informational Texts.Interactions Among Text Elements.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.

RL.TS.9–10.4. [Reading Literature.Text Structure.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).

RI.TS.9–10.4. [Reading Informational Texts.Text Structure.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).

RL.PP. 9–10.5. [Reading Literature.Perspective and Purpose in Texts.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.

RI.PP.9–10.5. [Reading Informational Texts.Perspective and Purpose in Texts.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.

RL.MF.9–10.6. [Reading Literature.Diverse Media and Formats.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).

## English II

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.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. [Reading Informational Texts.Analysis of an Argument.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.

RL.CT.9–10.8. [Reading Literature.Comparison of Texts.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.

RI.CT.9–10.8. [Reading Informational.Comparison of Texts.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. 🌱

### Writing Domain

W.NW.9–10.3. [Writing.Narrative Writing.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.

W.WP.9–10.4. [Writing.Writing Process.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.RW.9–10.7. [Writing.Range of Writing.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.

### Speaking and Listening Domain

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.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.

## English II

- 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. [Speaking and Listening.Integrate Information.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. [Speaking and Listening.Evaluate Speakers.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. [Speaking and Listening.Present Information.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. [Speaking and Listening.Use Media.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. [Speaking and Listening.Adapt Speech.9-10.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	

#### Central Idea/Enduring Understanding:

Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.

Various types of texts are used to communicate ideas.

Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.



Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.

Effective written communication relies on choosing the proper form of writing.




#### Essential/Guiding Question:

How does who we were guide who we will become?

## English II

<p>Use writing to clearly communicate ideas, incorporating technology when appropriate.</p> <p>Knowledge and ideas are developed through research by using and evaluating multiple sources to gather evidence and relevant information to form a written argument.</p> <p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p> <p>Visual materials enhance understanding.</p> <p>Speak and present using multimedia formats so others can understand your ideas.</p> <p>Control of mechanics and proper grammar promote effective spoken and written communication.</p>	
<p><b>Content:</b></p> <p><b>Reading Literature (RL)</b></p> <p>Textual evidence Theme Central idea Universal theme Summary / Summarize Complex characters Character development Conflict Setting Plot structure Motivation Tone Mood Point of view Narrator reliability Figurative language Symbolism Irony (verbal, dramatic, situational) Allusion Imagery Syntax Diction Structure Cultural context Author's purpose Literary analysis</p>	<p><b>Skills (Objectives):</b></p> <p> Reading Literature (RL.9–10) Identify specific passages that support explicit meaning or inferences. Cite multiple pieces of evidence to support analysis. Analyze where the text leaves matters uncertain and discuss implications. Summarize a theme or central idea objectively. Trace how the theme develops through specific details. Evaluate the coherence of the theme across the text. Describe how a character's traits or decisions influence the plot. Analyze interactions among characters to reveal theme or conflict. Evaluate how character development advances thematic depth. Interpret figurative, connotative, and technical meanings of words and phrases. Analyze the cumulative impact of word choice on mood and tone. Compare an original text with its adaptation to identify shifts. Analyze how context, history, or source material is reinterpreted in adaptations.</p> <p> Reading Informational Text (RI.9–10) Identify passages that support explicit statements and inferences. Cite evidence across the text to support analytical claims. Evaluate uncertainty or incompleteness within a text's argument.</p>

# English II

<p><b>Reading Informational Text (RI)</b> Central idea Objective summary Textual evidence Author's argument Claim / Counterclaim Bias Rhetoric Ethos / Pathos / Logos Tone Purpose Perspective / Point of view Connotation / Denotation Word choice (diction) Text structure Seminal U.S. documents Primary / Secondary source Quantitative / Qualitative data Credibility Evidence-based argument Synthesis of sources</p> <p><b>Writing (W)</b> Narrative writing Thesis statement Claim / Counterclaim Evidence Analysis Citations (MLA/APA) Transitions Conclusion Tone and style Audience awareness Purpose Revision Editing Research writing Plagiarism Paraphrasing Synthesis of multiple sources Formal style</p> <p><b>Speaking and Listening (SL)</b> Collaborative discussion Active listening Clarify / Clarification Rebuttal / Counterargument Evidence-based discussion Presentation skills Multimedia integration Visual aids Volume / Tone / Pace</p>	<p>Determine the central idea of a text. Analyze how details refine the central idea. Summarize informational texts objectively. Describe how the author organizes ideas or events. Analyze sequencing and the development of connections. Evaluate how structure impacts clarity and reasoning. Interpret language and tone in context. Analyze how word choice shapes tone and meaning. Interpret historical or literary documents by analyzing their context. Compare how authors transform source materials or present differing perspectives.</p> <p> <b>Writing (W.9–10)</b> Produce clear and coherent writing appropriate to purpose and audience. Revise writing using feedback and style manuals. Use technology to plan, draft, and publish writing.</p> <p> <b>Language (L.9–10)</b> Use parallel structure in writing and speech. Apply varied phrases and clauses to improve sentence clarity. Use semicolons, colons, and correct punctuation in complex constructions. Vary word choice and sentence structure for tone or style. Interpret figures of speech and analyze their role in meaning. Analyze nuanced meanings of similar words. Acquire and apply academic and domain-specific vocabulary. Independently gather and verify meanings of unfamiliar words.</p> <p> <b>Speaking &amp; Listening (SL.9–10)</b> Initiate and participate effectively in academic discussions. Build on others' ideas and express viewpoints persuasively. Identify a speaker's point of view, reasoning, and use of evidence. Evaluate the logic, credibility, and effectiveness of spoken arguments. Adapt speech for a variety of contexts and audiences. Demonstrate command of formal English when appropriate.</p>
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## English II

<p>Purpose Audience engagement Formal / informal register Constructive feedback Summary of a speaker's points</p> <p><b>Language (L)</b> Conventions of standard English Grammar / Usage Parallel structure Phrase / Clause Active vs. Passive voice Subjunctive mood Semicolon / Colon / Dash Syntax Tone Figurative language Nuance Connotation / Denotation Word relationships Analogies Academic vocabulary Domain-specific vocabulary Context clues Reference tools</p> <p>“The City that Never Stops Giving” “Past and Future” “The Joy Luck Club” “A Very Old Man with Enormous Wings” <i>Macbeth</i> (Act I, Scene iii)</p>	
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**Interdisciplinary Connections:**  
The texts in the unit inform students’ understanding of the impacts of culture and how it shapes our sense of self.

### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b> End of Unit 4 Assessment Extended Writing Project: Narrative Writing</p>	<p><b><u>Other Evidence:</u></b> Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL</p>
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b> Peer Reviews Think-Pair-Share Turn and Talk Small Group Instruction Kagan Cooperative Learning Strategies Socratic Seminar Philosophical Chairs Four Corners</p>	<p><b><u>Resources:</u></b> <a href="#">StudySync</a></p> <ul style="list-style-type: none"> <li>● Blasts</li> <li>● Research Links</li> <li>● Spotlight Skills</li> <li>● StudySync TV</li> <li>● Peer Reviews</li> </ul> <p><a href="#">IXL</a></p>
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## English II

<p>Journaling</p>	<p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul> <p><a href="http://youthandmedia.org/teaching-and-outreach/digital-literacy-resource-platform/">http://youthandmedia.org/teaching-and-outreach/digital-literacy-resource-platform/</a></p>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction	Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none"> <li>breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</li> </ul> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>

# English II

## Pacing Guide

Content	Resources	Standards
<b>UNIT 1: Destiny</b>		
23 Days	<b>(2 Days)</b>	L.SS.9–10.1.A.B.C.D.E. L.KL.9–10.2.A.B.C. L.VL.9–10.3.A.B.C.D.E. L.VI.9–10.4.A.B.C.
IXL Flex Diagnostic IXL Daily Independent Practice	<a href="#">IXL</a> : Pre-Assessment: IXL Flex Diagnostic <b>(1 Day)</b>	RL.CR.9–10.1. RI.CR.9–10.1. RL.CI.9–10.2. RI.CI.9–10.2.
Reading Informational	<a href="#">StudySync</a> <i>The Sports Gene</i> <b>(5 Days)</b>	RL.IT.9–10.3. RI.IT.9–10.3. RL.TS.9–10.4.
Reading Informational	<a href="#">StudySync</a> <i>Outliers: Story of Success</i> (StudySync G9 Unit 3) <b>(5 Days)</b>	RI.TS.9–10.4. RL.PP.9–10.5. RI.PP.9–10.5.
Reading Informational	<a href="#">StudySync</a> <i>Instinct: The Power to Unleash Your Inborn Drive</i> (StudySync library) <b>(3 Days)</b>	RL.MF.9–10.6. RI.MF.9–10.6. RI.AA.9–10.7. RL.CT.9–10.8. RI.CT.9–10.8.
CFA 1 (Unit 1, CFA 1)	<a href="#">Pear Assessment</a> <b>(0.25 Day)</b>	
CFA 2 (Unit 1, CFA 2)	<a href="#">Pear Assessment</a> <b>(0.25 Day)</b>	W.AW.9–10.1.A.B.C.D.E. W.WP.9–10.4.
Extended Writing (RST)	<a href="#">StudySync</a> Extended Writing Project: Argumentative <b>(5 Days)</b>	W.WR.9–10.5. W.SE.9–10.6. W.RW.9–10.7.
IXL Flex Benchmark	<a href="#">IXL</a> <b>(.5 Days)</b>	SL.PE.9–10.1.A.B.C.D. SL.II.9–10.2.
Unit Assessment: RST (Argumentative)	<a href="#">Pear Assessment</a> <b>(1 Day)</b>	SL.ES.9–10.3. SL.PI.9–10.4. SL.UM.9–10.5. SL.AS.9–10.6.
<b>UNIT 2: Taking a Stand</b>		
22 Days	<b>Use excerpt opposite of full text reading</b>	L.SS.9–10.1.A.B.C.D.E. L.KL.9–10.2.A.B.C. L.VL.9–10.3.A.B.C.D.E. L.VI.9–10.4.A.B.C.
IXL Daily Independent Practice		
Reading Literature	<a href="#">StudySync</a> <i>Animal Farm</i> <b>(4 Days)</b>	RL.CR.9–10.1. RI.CR.9–10.1.
Reading Literature	<a href="#">StudySync</a> <i>Fahrenheit 451</i> <b>(4 Days)</b> (G10 Unit 1)	RL.CI.9–10.2. RI.CI.9–10.2. RL.IT.9–10.3.
Reading Literature	<a href="#">StudySync</a> “The Refusal” (G10 Unit 1) <b>(2 Days)</b>	RI.IT.9–10.3. RL.TS.9–10.4.

## English II

Reading Literature	<a href="#">StudySync</a> <i>Things Fall Apart</i> (G10 Unit 1) <b>(2 Days)</b>	RI.TS.9–10.4. RL.PP. 9–10.5. RI.PP.9–10.5. RL.MF.9–10.6. RI.MF.9–10.6. RI.AA.9–10.7. RL.CT.9–10.8. RI.CT.9–10.8.
Reading Informational	<a href="#">StudySync</a> “Letters from Birmingham Jail” <b>(2 Days)</b>	
CFA 3 (Unit 2, CFA 1)	<a href="#">Pear Assessment</a> <b>(.25 Days)</b>	W.AW.9-10.1.A.B.C.D.E.
CFA 4 (Unit 2, CFA 2)	<a href="#">Pear Assessment</a> <b>(.25 Days)</b>	W.WP.9–10.4. W.SE.9–10.6. W.RW.9–10.7.
Extended Writing (LAT) Timed Writing	Extended Writing Project: Literary Analysis Task <b>(6 Days)</b>	SL.PE.9–10.1.A.B.C.D. SL.II.9–10.2. SL.ES.9–10.3. SL.PI.9–10.4. SL.UM.9–10.5. SL.AS.9–10.6.
IXL Flex Benchmark	<a href="#">IXL</a> <b>(.5 Days)</b>	
Unit Assessment: LAT	<a href="#">Pear Assessment</a> <b>(1 Day)</b>	
<b>UNIT 3: Moving Forward</b>		
23 Days		L.SS.9–10.1.A.B.C.D.E. L.KL.9–10.2.A.B.C. L.VL.9–10.3.A.B.C.D.E. L.VI.9–10.4.A.B.C.
IXL Daily Independent Practice	<a href="#">IXL</a>	
Reading Literature	<i>Night</i> Full Text <b>(8 Days)</b>	RL.CR.9–10.1. RI.CR.9–10.1. RL.CI.9–10.2. RI.CI.9–10.2. RL.IT.9–10.3. RI.IT.9–10.3.
Reading Informational	<a href="#">StudySync</a> “Civil Peace” (G10 Unit 2) <b>(3 Days)</b>	RL.TS.9–10.4. RI.TS.9–10.4. RL.PP. 9–10.5. RI.PP.9–10.5. RL.MF.9–10.6. RI.MF.9–10.6. RI.AA.9–10.7. RL.CT.9–10.8. RI.CT.9–10.8.
Reading Literature	<a href="#">StudySync</a> “The Gathering Place” (G10 Unit 2) <b>(2 Days)</b>	
CFA 5 (Unit 3, CFA 1)	<a href="#">Pear Assessment</a> <b>(.25 Days)</b>	W.IW.9–10.2.A.B.C.D.E.F. W.WP.9–10.4. W.WR.9–10.5. W.SE.9–10.6. W.RW.9–10.7.
CFA 6 (Unit 3, CFA 2)	<a href="#">Pear Assessment</a> <b>(.25 Days)</b>	
Extended Writing: RST	Research Project: Informative <b>(8 days)</b>	SL.PE.9–10.1.A.B.C.D. SL.II.9–10.2. SL.ES.9–10.3. SL.PI.9–10.4.
IXL Flex Benchmark	<a href="#">IXL</a> <b>(.5 Days)</b>	
Unit Assessment RST (Informative)	<a href="#">Pear Assessment</a> <b>(1 Day)</b>	

## English II

		SL.UM.9–10.5. SL.AS.9–10.6.
<b>UNIT 4: Origin Stories</b>		
22 Days		L.SS.9–10.1.A.B.C.D.E. L.KL.9–10.2.A.B.C. L.VL.9–10.3.A.B.C.D.E. L.VI.9–10.4.A.B.C.
IXL Daily Independent Practice	<a href="#">IXL</a>	
Reading Literature	<a href="#">StudySync</a> “The City that Never Stops Giving” (G10 U6) <b>(3 Days)</b>	RL.CR.9–10.1. RI.CR.9–10.1. RL.CI.9–10.2. RI.CI.9–10.2.
Reading Informational	<a href="#">StudySync</a> “Past and Future” (G10 U6) <b>(3 Days)</b>	RL.IT.9–10.3. RI.IT.9–10.3. RL.TS.9–10.4. RI.TS.9–10.4.
Reading Literature	<a href="#">StudySync</a> “The Joy Luck Club” (G10 U6) <b>(3 Days)</b>	RL.PP.9–10.5. RI.PP.9–10.5. RL.MF.9–10.6. RI.MF.9–10.6.
Reading Literature	<a href="#">StudySync</a> “A Very Old Man with Enormous Wings” (G10 U6) <b>(3 Days)</b>	RI.AA.9–10.7. RL.CT.9–10.8. RI.CT.9–10.8.
Reading Literature	<a href="#">StudySync</a> “Macbeth” (Act I, Scene iii) (G10 U4) <b>(3 Days)</b>	
CFA 7 (Unit 4, CFA 1)	<a href="#">Pear Assessment</a> <b>(0.25 Day)</b>	W.NW.9-10-3.A.B.C.D.E. W.WP.9–10.4. W.RW.9–10.7.
CFA 8 (Unit 4, CFA 2)	<a href="#">Pear Assessment</a> <b>(0.25 Day)</b>	
Extended Writing Project: (NWT)	Extended Writing Project: Narrative Writing <b>(5 Days)</b>	SL.PE.9–10.1.A.B.C.D. SL.II.9–10.2. SL.ES.9–10.3. SL.PI.9–10.4.
IXL Flex Benchmark	<a href="#">IXL</a> <b>(0.5 Day)</b>	SL.UM.9–10.5. SL.AS.9–10.6.
Unit Assessment (NWT) Fire Tower	<a href="#">Pear Assessment</a> <b>(1 Day)</b>	