Wall Township Public Schools	Board Approval Date: August 20, 2024

Course Title: English 10 Honors

Course Description: This course is designed for the student who has developed an exceptional proficiency in critical reading and thinking as well as advanced writing skills. The literary content of this course is predominantly derived from American literature and connected non-fiction. Quantity and sophistication of selections surpasses that which is called for in the English 10 CP course. Students will study a variety of works from influential and diverse authors. Students will do a significant amount of reading independently; in addition, the writing is extensive and more sopndianhisticated. Several research papers and/or problem-based research projects using The BIG6 information literacy model and MLA format is required.

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers,

and develop critical thinking skills and vocabulary necessary for long-term success.

- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.

Inclusion of Climate Change Opportunities

( **)** notes opportunities to integrate specific examples of climate change education provided by additional age-appropriate resources

The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1: Reading Literature	16

Unit 2: Literary Analysis	20
Unit 3: Shakespeare	16
Unit 4: Rhetorical Analysis	20
Unit 5: Literary Nonfiction	16
Unit 6: Research Paper	20
Unit 7: Book Club	16
Unit 8: Narrative Writing	12

Unit 1

Desired Results
Unit 1 Title: Reading Literature
Unit Summary: The purpose of this unit is to apply the NJSLS Reading Literature and Writing skills as students delve into Arthur Miller's "The Crucible" and/or a series of American poems and short stories, exploring rich literary elements and profound themes. Through close reading and critical analysis, students will examine depictions of hysteria, integrity, power, and justice within the context of the Salem witch trials as well as other periods of political, social, and religious persecution. They will analyze character motivations, plot development, and the authors' use of symbolism and allegory to understand how historical events are mirrored in contemporary society.
Learning Standards

NJSLS:

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

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

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

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

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

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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

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

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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.

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Interdisciplinary Connections:

6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How does reading a play, poem, or short story require specialized and unique strategies?	• Reading a play requires specialized and unique strategies.

• How do The Crucible's messages apply to past and present historical events? • How do beliefs affect behavior? • How do beliefs affect behavior? • How can equality exist among people? -How does a critical reader read and analyze a text? • What attributes of literature are important for readers to analyze? • How does a reader engage in discussion about a text with fellow readers?	• Messages of literature can apply to the past historical events, personal lives and the world at large. • Reform has affected American society. • Critical readers are able to talk about texts they have read with others. • Critical readers consider the historical and autobiographical backgrounds of texts
Vocabulary: • *Vocabulary Workshop: Tools for Excellence* • Specific contextual and academic vocabulary from unit text	
Students will be able to: • Analyze the purpose of the play by relating it to Miller's contemporary society of the 1950s. • Analyze the characters of Proctor, Abigail, Elizabeth, Hale, and Danforth and their relationships to each other. • Trace the development of John Proctor from his first mention in the play until his last, noting how and why he changes. • Trace the development of Reverend Hale from his first mention in the play until his last, noting how and why he changes. • Discuss the dramatic development of the play in terms of exposition, conflict, climax, and resolution. • Analyze the importance of literary elements like foreshadowing and authorial intrusion of the development of the play. • Analyze the structure of the play in relation to Miller's theme. • Identify and analyze Miller's frequent use of allusions and symbolism to create a universal application of his theme. • Identify and interpret the correlation between the social climate and events of the late 1600s and those of the mid-1900s. • Think critically to make inferences and originally commentary on texts	

- Annotate and discuss text through rigorous and accountable talk.
- Collaborate with peers to set goals and talk about the text.

Learning Activities :*Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.
- Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned partners.
- Confer individually with teacher and peers.
- Introduce evidence-based research to understand historical time-period and Puritanical beliefs.
- Identify and analyze Freytag's pyramid and determine its effectiveness.
- Complete a tragic hero analysis
- Chart literary/historical connections (Salem Witch Trials/The Red Scare)
- Confer individually with teacher
- Read independently

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Amistad & Holocaust
    - “First They Came” by Martin Niemöller
        - The poem is a direct reflection on the Holocaust, written by a German pastor who initially supported Hitler but later regretted his silence as the Nazis targeted different groups. The escalating list of victims (Communists, Socialists, Jews, etc.) illustrates the progression of dehumanization and the consequences of silence.
- Diversity, Equity & Inclusion [DEI]
    - The Crucible by Arthur Miller

- Through whole-class reads and online texts, students will see how a variety of people were persecuted based on misunderstanding/the time period in which the literature is set.
- 1692 during the Salem witch trials in Massachusetts Bay Colony

Assessment Evidence
Formative Assessments: • Vocabulary Quizzes • Reading Comprehension Assignments • Character Anaylsis Assignments • Close Reading Assignment
Summative Assessments: • Text-Based Assessment to include multiple choice and open-ended response
Common Benchmark Assessments: • All 10H Summative Assessments • Midterm • Final
Alternative Assessments: • Choice Assignments • Choice Essay Topics

Core Instructional & Supplemental Materials
Whole-Class Novel: • *The Crucible* by Arthur Miller
Supplamental Reads:

- "Sinners in the Hands of an Angry God" by Jonathan Edwards
- "First They Came" by Martin Niemöller
- "City Upon a Hill" by John Winthrop
- "The Red Scare" History Channel

Digital Resources:

- "What is McCarthyism" TED-ed
- CommonLit

Other Resources:

Vocabulary Workshop: Tools for Excellence

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2 Title: Literary Analysis

Unit Summary:

The purpose of Unit 2: Literary Analysis is to produce a coherent, analytical, logical argument by examining literary elements in a literary text. Students will draft, edit, confer, and finalize a literary analysis paper.

Learning Standards

NJSLS:

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.

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

C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

D. Use a colon to introduce a list or quotation.

E. Recognize spelling conventions.

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

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

A. Come to discussions prepared, having read and researched material under study; 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes
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
Computer Science & Design Thinking (*CS & DT***):**
8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Interdisciplinary Connections:
6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

Learning Targets	
Unit Essential Questions: • What cultural or societal commentary is the author posing through this work of literature? • Why is this piece considered a work of literary merit? • How does an author's style and technique enhance the meaning and significance of a work of literature? • How do literary elements work to create themes?	**Unit Enduring Understandings:** • The analytical process of making observations, finding patterns, and drawing conclusions is how we investigate most things in the world. • Thinking abstractly will help understand and appreciate literature. • Using mentor texts strengthens and develops writing
Vocabulary/Grammar: • Sadlier Vocabulary Workshop, *Grammar for Writing*	

Students will be able to:

- Write an original literary analysis essay supported by textual evidence, sound reasoning, and modeled after professional critical analysis essays.

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Amistad & Holocaust
    - "First They Came" by Martin Niemöller
        - The poem is a direct reflection on the Holocaust, written by a German pastor who initially supported Hitler but later regretted his silence as the Nazis targeted different groups. The escalating list of victims (Communists,

Socialists, Jews, etc.) illustrates the progression of dehumanization and the consequences of silence.

- Diversity, Equity & Inclusion [DEI]
    - The Crucible by Arthur Miller
        - Through whole-class reads and online texts, students will see how a variety of people were persecuted based on misunderstanding/the time period in which the literature is set.
        - 1692 during the Salem witch trials in Massachusetts Bay Colony

Assessment Evidence
Formative Assessments: • Grammar Quizzes • Literary Analysis Outline • Introduction and Body Paragraphs • Literary Analysis Rough Draft
Summative Assessments: • Literary Analysis Final Draft
Common Benchmark Assessments: • All 10H Summative Assignments • Midterm • Final
Alternative Assessments: • Student-choice essay topics

Core Instructional & Supplemental Materials
• *Grammar for Writing*

• Teacher templates
• Graphic organizers
• Model essays

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts - Follow a routine/schedule - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Activities - Small Group Instruction

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments

Unit 3

Desired Results

Unit 3 Title: Shakespeare

Unit Summary:

In Unit 3, students will read and analyze William Shakespeare's *Othello*. Students will examine racism, misogyny, stereotyping, and ethnocentrism. Students will read the play as a whole-class and perform higher-order thinking expressed through daily writing and speaking tasks. By the end of the unit, students will demonstrate application of the standards through a project and a final on-demand unit assessment.

Learning Standards

NJSLS:

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

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

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Interdisciplinary Connections:

6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Learning Targets	
Unit Essential Questions:	**Unit Enduring Understandings:**

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- What are literary lenses and what purpose do they serve?
- What are the forces in contemporary American literary history that affect our progress toward our personal dreams and collective well-being?
- How do character's reactions during a time of crisis reveal their true identities in a work of drama?
- Is hypocrisy a natural human flaw and is it more tragic when this flaw is exposed in literary characters who claim to be pious and virtuous?
- How can the influence of jealousy both motivate and deteriorate the spirit of a character?

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- Universal themes are timeless.
- The appearance of an African character in an Elizabethan work provides a commentary on opinions of the era (students will see how these were formed and how they contrast when placed against modern viewpoints)
- It is important to use reading strategies (annotations, questioning, summarizing,etc.) to navigate through difficult texts.
- Alienation of the "outsider" is destructive and detrimental for society's progression.
- The key elements of texts can be analyzed through literary lenses.
- Texts, in various mediums, offer commentary on similar subjects.
- Authors draw on and transform texts used as source material.

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Vocabulary:

- Sadlier Vocabulary Workshop, *Tools for Excellence*
- Specific contextual and academic vocabulary from unit text
- Literary devices, such as allusion, imagery, tragic hero, hamartia, peripeteia, catharsis, etc.

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Students will be able to:

- Discuss the techniques Shakespeare uses to convey character and character relationships to his audience.
- Analyze the characters of Emilia, Desdemona, Othello, Iago, and Cassio and their relationships to each other.
- Analyze the importance of literary elements such as dramatic irony and foreshadowing on the development of the play.

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- Trace and discuss recurring imagery: animals, darkness, evil/devil.
- Define by example the terms tragedy and tragic hero.
- Analyze and apply components of dramatic elements

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.
- Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned partners.
- Historical Background Introduction
- Protagonist/Antagonist character analysis
- Understanding Shakespeare (key terms)
- Dramatic Elements (exposition, rising action, etc.)
- Mini lessons: imagery, Biblical allusions, dramatic irony, etc.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Diversity, Equity & Inclusion [DEI]
    - *Othello* by Wiliam Shakespeare
        - Historical background context regarding geographical settings of *Othello* (Venice, Cyprus, North Africa, etc.) and his rise to nobility as the black general of a primarily white Venetian army (explored through close reading of passages from Shakespeare's play).

Assessment Evidence
Formative Assessments:

- Vocabulary Quizzes
- Close Reading Assignments
- Short Constructed Responses

Summative Assessments:

- Text-Based Assessment including multiple-choice and open-ended responses

Alternative Assessments:

- Student choice essay prompts

Core Instructional & Supplemental Materials
Whole-Class Read: • *Othello* by William Shakespeare
Tragic Hero presentation
Teacher-made handouts

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner. - Small group/One to one - Additional time - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Verbal and visual cues regarding directions and staying on task - Checklists **Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Use of cognates to increase comprehension - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups - Side by Side Text

Students at Risk of Failure

- Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Small Group Instruction - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4

Desired Results

Unit 4 Title: Rhetorical Analysis

Unit Summary: In this unit, students will develop a deep understanding of rhetorical analysis by examining how authors use language to persuade and inform. Through the study of various texts, students will learn to identify rhetorical strategies and devices, analyze their effectiveness, and articulate their findings in both written and oral formats. The unit aims to enhance students' critical thinking, analytical, and communication skills, preparing them for advanced literary studies.

Learning Standards

NJSLS:

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.



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

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Interdisciplinary Connections: 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade). 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. 6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy. 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.

Learning Targets	
Unit Essential Questions: • What are the key components of rhetoric, and how do they function to persuade or inform an audience? • How do authors use rhetorical strategies to achieve their purpose and connect with their audience?	**Unit Enduring Understandings:** • Effective communication relies on the strategic use of rhetorical devices to persuade, inform, or entertain an audience.

• In what ways can the context of a text (historical, cultural, social) influence its rhetorical effectiveness? • How can analyzing rhetoric in various types of texts (speeches, essays, advertisements) enhance our critical thinking and communication skills? • What ethical considerations arise in the use of rhetoric, and how can we critically evaluate the integrity of an argument?	• Analyzing the rhetorical strategies of a text enhances our ability to critically evaluate the effectiveness and ethical implications of an argument. • The context in which a text is produced and consumed (historical, cultural, social) significantly influences its rhetorical impact. • Rhetorical analysis skills are transferable and applicable to various forms of communication, from written texts to multimedia presentations. • A nuanced understanding of rhetoric empowers individuals to become more discerning consumers and producers of information.
Vocabulary/Grammar: • Sadlier *Grammar for Writing* • Rhetorical devices & appeals, including ethos, pathos, logos, allusion, anaphora, anecdote, paradox, hyperbole, etc.	
Students will be able to: • Write a rhetorical analysis essay • Evaluate and critique a speaker's message. • Analyze rhetorical devices and persuasive skills. • Use standard English conventions.	
Learning Activities: *Potential Learning Activities can include:* • Search for examples of rhetorical devices (ethos, pathos, logos, etc.) in a variety of texts, such as speeches, advertisements, and articles. • Select a famous speech, analyze its rhetorical strategies, and present to the class.	

- Analyze a persuasive text, identifying and discussing how the author balances ethos, pathos, and logos to create a compelling argument.
- Analyze how the historical, cultural, and social context of a text influences its rhetorical strategies and effectiveness.
- Analyze the use of rhetorical appeals in various media, such as commercials, print ads, or social media campaigns.
- Debate on a contemporary issue, employing rhetorical strategies to persuade others.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Asian American & Pacific Islanders, LGBTQ and People with Disabilities & Diversity, Equity & Inclusion [DEI]
    - CommonLit articles, including historically and/or culturally significant texts (Civil Rights Movement, Equal Rights, Title IX, etc.) to study how an author presents information and how they do so.
    - "*Analyzing Voices of Advocacy and Inclusion*"

Assessment Evidence
Formative Assessments: ● Vocabulary Quizzes ● Rhetorical Sitatiuon Assignment ● Rhetorical Devices ● Rhetorical Analysis Rough Draft
Summative Assessments: ● Rhetorical Analysis Final Draft
Common Benchmark Assessments: ● All 10H Summative Assessments ● Midterm

- Final

Alternate Assignments:

- Modified Rhetorical Analysis Prompt

Core Instructional & Supplemental Materials

Whole-Class Reads:

- CommonLit articles, including historically and/or culturally significant texts (Civil Rights Movement, Equal Rights, Title IX, etc.)

Supplemental Resources:

- Teacher-made handouts & presentations

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Leveled Rubrics - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results
Unit 5 Title: Literary Nonfiction: "Visions of America and Beyond"
Unit Summary: This unit details the essential elements of exposition in nonfiction writing. Students will continue their exploration of America's diverse voices by reading and analyzing excerpts of Truman Capote's *In Cold Blood* and/or Nathaniel

Philbrick's *In the Heart of the Sea* as a whole class. By the end of the unit, students will demonstrate application of the standards through a series of informative/explanatory writing tasks and a final unit test.

Learning Standards

NJSLS:

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or

text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

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

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*:
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
Computer Science & Design Thinking (*CS & DT***):**
8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Interdisciplinary Connections:
6.1.12.ENM.11.A:Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.

Learning Targets	
Unit Essential Questions: • How does an author's intended audience influence their text? • How do readers recognize bias in writing?	**Unit Enduring Understandings:** • Informational writing has targeted audiences and often includes bias. • Historical documents embody the American spirit. • Informational writing has specific text features.

• How do language and style successfully contribute to the author's thesis?	

Vocabulary:

- Sadlier Vocabulary Workshop, *Tools for Excellence*
- Specific contextual and academic vocabulary from unit

Students will be able to:

- Recognize and identify the rhetorical situation.
- Connect nonfiction texts to contemporary society.
- Demonstrate knowledge of nonfiction reading comprehension skills.
- Analyze an author's viewpoint, purpose, and audience.

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student’s prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

- Discuss effects of overfishing and climate change (*In the Heart of the Sea)*
- Analyze racial, ethnic, and cultural prejudice and stereotypes and their social/psychological impact (*In the Heart of the Sea)*
- Analyze the role of physical and/or emotional disability *(In Cold Blood)*

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Asian American & Pacific Islanders & Climate Change
    - *In the Heart of the Sea* by Nathaniel Philbrick
        - Whaling was one of the first industries to make sustained American contact with Pacific Islander communities.
            - Analyze racial, ethnic, and cultural prejudice and stereotypes and their social/psychological impact.
        - Pursuant to climate change education, students will research on how the environment has changed over time and the Overexploitation of Natural Resources. Students will be able to recognize that when the overexploitation of these natural resources occur, there will be ecological consequences.
- LGBTQ and People with Disabilities
    - In Cold Blood by Truman Capote
        - Truman Capote was openly gay at a time when it was not widely accepted. His outsider identity may have influenced his empathetic portrayal of Perry Smith, one of the murderers, as a deeply complex, almost tragic figure rather than just a “monster.” Students can analyze how Capote’s own experiences with marginalization might have shaped his narrative style and thematic focus on alienation.
        - Smith suffered from serious physical injuries after a motorcycle accident, leaving him with permanent pain, scarring, and limited mobility. Capote highlights how these injuries contributed to his sense of being an outsider, his anger, and his vulnerability.
        - Both Smith and Hickock display signs of psychological distress or possible mental illness. Capote portrays them with depth, raising questions about how society labels, treats, and punishes people with mental health

challenges.

Assessment Evidence
Formative Assessments: ● Vocabulary/Grammar Quizzes ● Class Assignments ○ Guided Reading Questions ○ Character Analysis ○ Text Analysis ● Rehearsal for Summative Assignments: ○ Practice Multiple-Choice ○ Short-constructed responses
Summative Assessments: ● Text-Based assessment with multiple choice and open-ended questions ● Text-Structure assessment ○ sequence ○ description ○ cause and effect ○ compare and contrast ○ problem and solution
Common Benchmark Assessments: ● All 10H Summative Assessments ● Midterm ● Final
Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials
Potential Mentor Texts: • *In Cold Blood* by Truman Capote • *In the Heart of the Sea* by Nathaniel Philbrick
Supplamental Texts: Selected nonfiction pairings from credible sources
Resources: CommonLit
Teacher-created resources

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner. - Small group/One to one - Review of directions - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists **Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Word walls - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 6

Desired Results

Unit 6 Title: Research

Unit Summary: This unit explores the five components of the research process: identifying and defining issues or problems, designing the research project, collecting data, interpreting research data, and reporting research findings. Students will work individually or collaboratively to complete each step, ultimately producing a science-based research report.

Learning Standards

NJSLS:

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

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

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

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

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

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization,

development, and style are appropriate to task, purpose, and audience.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

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.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Computer Science & Design Thinking (*CS & DT*):

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Interdisciplinary Connections:

6.1.12.ENM.11.A: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.

5.HS.ESS3.4:Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.

5.HS.ESS3.5: Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How can you effectively articulate a research question that addresses a significant issue? • What are the key components of a well-designed research project? • How do you critically analyze and interpret your data to derive meaningful insights and conclusions? • In what ways have globalization, scientific advancements, and technology impacted daily life?	• Mastering the research process equips students with critical thinking and problem-solving skills that are valuable to lifelong learning and professional development. • Understanding the interdisciplinary nature of research fosters an appreciation of knowledge and its application to real-world events. • Utilizing appropriate methods for data collection is essential for obtaining accurate and relevant information that supports the research objectives.

Vocabulary:

- Sadlier Vocabulary Workshop, *Tools for Excellence*
- Specific contextual and academic vocabulary from unit

Students will be able to:

- Select and refine a research topic, formulating specific research questions.
- Conduct effective research using library and online resources, evaluating sources for credibility and relevance.
- Develop a clear thesis statement that articulates the main argument of the research paper.
- Create a structured outline with sections for introduction, body paragraphs, and conclusion, organizing research findings logically.
- Demonstrate proper citation and documentation using a recognized style (e.g., MLA, APA), including a bibliography.
- Draft and revise a coherent research paper, improving clarity and coherence through peer review and self-revision.
- Present research findings effectively, engaging with audience questions and feedback.

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Asian American & Pacific Islanders & Climate Change
    - *In the Heart of the Sea* by Nathaniel Philbrick
        - Whaling was one of the first industries to make sustained American contact with Pacific Islander communities.
            - Analyze racial, ethnic, and cultural prejudice and stereotypes and their social/psychological impact.
        - Pursuant to climate change education, students will research on how the environment has changed over time and the Overexploitation of Natural Resources. Students will be able to recognize that when the overexploitation of these natural resources occur, there will be ecological consequences.

- LGBTQ and People with Disabilities
    - In Cold Blood by Truman Capote
        - Truman Capote was openly gay at a time when it was not widely accepted. His outsider identity may have influenced his empathetic portrayal of Perry Smith, one of the murderers, as a deeply complex, almost tragic figure rather than just a “monster.” Students can analyze how Capote’s own experiences with marginalization might have shaped his narrative style and thematic focus on alienation.
        - Smith suffered from serious physical injuries after a motorcycle accident, leaving him with permanent pain, scarring, and limited mobility. Capote highlights how these injuries contributed to his sense of being an outsider, his anger, and his vulnerability.
        - Both Smith and Hickock display signs of psychological distress or possible mental illness. Capote portrays them with depth, raising questions about how society labels, treats, and punishes people with mental health challenges.

Assessment Evidence
Formative Assessments: ● Research Checkpoints ○ thesis ○ outline ○ rough draft ○ works cited page
Summative Assessments: ● Research Paper (MLA format) ● Annotated Bibliography ● Presentation (optional)
Common Benchmark Assessments:

- All 10H Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials
WHS Library Databases
Monmouth County Library research sources/databases
Teacher created resources

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 7

Desired Results

Unit 7 Title: The American Dream: An Exploration

Unit Summary: This unit critically explores various authors' perspectives of the American dream to evaluate the determining factors of success in America. Students will work independently and in study groups to recognize patterns and archetypes that contribute to American literature. By the end of the unit, students will demonstrate application of the standards through a project and a final on-demand unit assessment.

Learning Standards

NJSLS:

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Computer Science & Design Thinking (*CS & DT***):**

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

Interdisciplinary Connections:

6.1.12.HCC.11.C:Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

6.1.12.HCA.14.C:Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Learning Targets	
Unit Essential Questions: • What is the American Dream and to what extent is it achievable for all Americans? • How does the American dream differ among communities? • How has the American Dream changed over time? • What is the perspective of a given nature, culture, or region in regard to the American Dream and what factors create those perceptions?	**Unit Enduring Understandings:** • American authors create characters and relationships that cross time periods and places in order to represent timeless themes or universal messages. • Figurative language and word choice influences a reader's relationship to the text. • Societal norms and systems may influence personal beliefs and values that inform the understanding and appreciation of a given text.
Vocabulary: • Sadlier Vocabulary Workshop, *Tools for Excellence* • Specific contextual and academic vocabulary from unit	
Students will be able to: • Apply New Historicism literary theory. • Analyze and evaluate archetypes. • Determine the significance of allusions and how they deepen a text.	
Learning Activities: *Potential Learning Activities can include:* • Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.	

- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Amistand & Holocaust, Climate Change, LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]:
    - T*he Great Gatsby* by F. Scott Fitzgerald
        - The novel's setting emphasizes reckless consumption, excess, and disregard for consequences. This can be used as an allegory for today's climate crisis: short-term wealth and pleasure vs. long-term sustainability. Gatsby's "valley of ashes" (environmental destruction caused by industrialization) provides a direct environmental symbol.
        - The social construct of Fitzgerald's novel lends itself to the analysis of a variety of people - diverse in their character traits, striving for economical equity, and not missing out on all that was roaring in the 1920's.
    - *Of Mice and Men* by John Steinbeck
        - Crooks, the Black stable hand, is a central figure for Amistad connections. His isolation, exclusion, and unequal treatment reflect systemic racism during the 1930s. Crooks's conversations with Lennie, Candy, and Curley's

wife provide opportunities to analyze how racism intersects with poverty, loneliness, and the American Dream.
        - The backdrop of *Of Mice and Men* is the Dust Bowl, an environmental disaster caused by unsustainable farming practices and drought. The novel shows how environmental crises drive migration, poverty, and instability—clear parallels to climate change refugees today.
        - Lennie's intellectual disability shapes his experiences, opportunities, and vulnerabilities. His treatment by others exposes historical attitudes toward disability and raises questions about equity and justice.
        - The entire novel is a study in who is included in the American Dream and who is excluded: Crooks (race), Lennie (disability), Curley's wife (gender), Candy (age). Each marginalized character represents a group historically excluded from full participation in society. These inequities drive discussion of equity, justice, and the importance of inclusion
    - *Raisin in the Sun* by Lorraine Hansberry
        - The Younger family's struggle for equity in housing and opportunity highlights systemic racism and injustice. Gender equity is also present in Beneatha's role as a woman who seeks independence, education, and freedom from traditional expectations. The play calls for an inclusive American Dream that values all identities and backgrounds.
    - *The Good Muslim* by Tahmima Anam
        - Religious fundamentalism vs. secularism is a central conflict, highlighting struggles for inclusion, tolerance, and equity in a new nation. Gender equity is foregrounded through women's experiences of violence, resilience, and the silencing of female survivors. The story encourages critical reflection on whose voices are valued, whose are silenced, and how societies attempt (or fail) to heal after trauma.

Assessment Evidence

Formative Assessments:

- Vocabulary Quizzes
- Reading Comprehension Checks

- Rehearsal for Summative Assessments
    - Multiple-Choice Practice
    - Short Constructed Responses

Summative Assessments:

- Text-Based Assessment with multiple choice and open ended response questions
- American Dream project

Common Benchmark Assessments:

- All 10H Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials

Mentor Text:

- T*he Great Gatsby* by F. Scott Fitzgerald

Book Club Choices:

- *Of Mice and Men* by John Steinbeck
- *Old Man and the Sea* by Ernest Hemingway
- *Raisin in the Sun* by Lorraine Hansberry
- *The Good Muslim* by Tahmima Anam

Potential Short Works Choices from *10th grade Pearson textbook:*

- *Where is Here?* by Joyce Carol Oates

- *An Occurrence at Owl Creek Bridge* by Ambrose Bierce
- *Go Down Moses*, *Sweet Chariot* by William Faulkner
- *The Story of an Hour* by Kate Chopin
- *A Rose for Emily* by William Faulkner
- *Ambush* by Tim O'Brien
- *In Another Country* by Ernest Hemingway
- *The Life You Save May be Your Own* by Flannery O'Connor
- *The First Selected Years*
- *The Rockpile* by James Baldwin

Potential Short Poet Choices from *10th grade Pearson textbook:*

- Langston Hughes
- Emily Dickinson
- Elizabeth Bishop
- William Stafford
- Li-Young Lee

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts - Verbal and visual cues regarding directions and staying on task - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding

Students at Risk of Failure

- Home/School Connection - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Small Group Instruction

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 8

Desired Results

Unit 8 Title: Narrative Writing

Unit Summary: This unit encompasses a comprehensive approach to developing storytelling skills. Students will study and analyze mentor texts to understand various narrative techniques and styles such as point of view, characterization, dialogue, conflict, setting, blocking, theme, and artistic license. Students will engage in the writing process, including brainstorming, drafting, peer editing, individual conferencing, revising, and finalizing their narratives.

Learning Standards

NJSLS:

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

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

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

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

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*:
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
Computer Science & Design Thinking (*CS & DT***):**
8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interdisciplinary Connections:
6.1.12.HCC.11.C: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
6.1.12.HCA.14.C: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Learning Targets	
Unit Essential Questions:	**Unit Enduring Understandings:**

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- How does artistic license enhance narrative writing?
- What can be learned from reading personal narratives?
- How does the writing process foster well-developed pieces?
- How can a writer effectively draw conclusions or reflect upon an experience?

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- How does employing narrative techniques engage multiple senses in the reader?
- In what ways does effective writing create intriguing and complex characters?
- How does well-developed writing evoke strong emotions in the reader?
- What techniques can writers use to make their narratives more immersive and sensory-rich?
- How can character development contribute to the depth and complexity of a story?
- Why is it important for narrative writing to elicit emotional responses from its audience?

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Vocabulary:

- Sadlier Vocabulary Workshop, *Tools for Excellence*
- Specific contextual and academic vocabulary from unit

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Students will be able to:

- Evaluate and implement craft moves from mentor flash fiction.
- Engage in the writing process: gathering ideas, drafting, revising/editing.
- Employ the writing process to write a piece of flash fiction according to the norms and conventions of the mode.
- Employ narrative techniques.

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Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and

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through individual conferences.

- Engage in whole-class reading
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Engage in protected time for independent reading and writing.
- Confer individually with the teacher.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.
- Study a narrative from the point of view of a historical figure or someone affected by significant events such as the Amistad rebellion, the Holocaust, or climate change.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Climate Change
    - *In the Heart of the Sea* by Nathaniel Philbrick
        - Pursuant to climate change education, students will research on how the environment has changed over time and the Overexploitation of Natural Resources. Students will be able to recognize that when the overexploitation of these natural resources occur, there will be ecological consequences.
- Amistad & Holocaust
    - *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass
        - This text is one of the most significant primary sources about slavery in the United States. Douglass's first-hand account provides historical perspective on the transatlantic slave trade's legacy and the fight for abolition. It fulfills the Amistad mandate by offering authentic voices and narratives of enslaved people,

grounding lessons in African American history and resilience.

Assessment Evidence
Formative Assessments: • Grammar Quizzes • Outline • Rough draft • Character chart
Summative Assessments: • Narrative essay • Presentation (optional)
Common Benchmark Assessments: • All 10H Summative Assessments • Midterm • Final
Alternative Assessments: • Choice Assignments • Choice Essay Topics • Modified Assignments

Core Instructional & Supplemental Materials
Mentor Texts: • *In the Heart of the Sea* by Nathaniel Philbrick (if not studied in Unit 5) • *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass

Potential Narrative Essays from *10th grade Pearson textbook:*

- *The Woman Warrior* by Maxine Hong Kingston
- *The Names* by Don DeLillo.
- *Mother Tongue* by Amy Tan
- *For the Love of Books* by Graham Tarrant
- *All-American Writer*
- *Dust Tracks on the Road* by Zora Neale Hurston
- *Heading West* by Doris Betts
- *An Account of an Experience*

Teacher Selected Materials:

- CommonLit
- *NYT*
- *the Atlantic*

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Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning