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

Course Title: English 10 CP

Course Description: English 10 CP is a year-long course designed to strengthen students' understanding of American literature from pre-colonial to the present. The course includes a variety of literary genres such as novels, short stories, plays, poetry, and non-fiction. Students will engage in close reading and analysis of texts, focusing on themes, literary devices, and character development. Teachers will present mentor texts to model/enrich alongside student selections of works that coincide with each unit of study. Writing assignments will emphasize essay structure, argumentative writing, literary analysis, and research techniques. Grammar instruction will support clear and effective writing. Students will also practice speaking and listening skills through presentations, discussions, and debates.

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: American Voices	16
Unit 4: Research Paper	20
Unit 5: Shakespeare/Rhetorical Analysis	16
Unit 6: Feature Article	20
Unit 7: The American Dream	16
Unit 8: Narrative Writing	12

Unit 1

Desired Results
Unit 1 Title: Reading Literature
Unit Summary: Through our excerpted study of *The Crucible* the class will explore a variety of themes that permeate early American literature. Students will piece together historical/sound information amidst the drama of the texts to come to a better understanding of what drove them of the time period. Exposure to other core texts of the time (i.e. the writing of Jonathan Edwards and indigenous people) and a variety of multimedia (i.e. History Channel documentary, webquests) will provide a well-rounded experience for learners. In this unit students will achieve an understanding of early American literature and use close reading and reasoning skills to understand both societal and personal motivations of the time.
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.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.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
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: 6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns. 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. 6.2.12.HistoryCC.5.c: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict. 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

Learning Targets	
Unit Essential Questions: • What impact do herd mentality and vengeance have on a community? Can their impact ever be positive? • Why is it important to recall our past, even if it is difficult? • How does a critical reader read and analyze a text? • What attributes of literature are important for readers to analyze?	**Unit Enduring Understandings:** • The Salem Witch Trials were fueled by hysteria, Puritan beliefs, and questionable. detective work / leadership decisions • The Second Red Scare is thematically (and socio-politically) similar to the Salem Witch Trials.

• How does a reader engage in discussion about a text with fellow readers?	• Critical readers notice important text features and make evidence-based commentary on texts. • 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) Level E • Specific contextual vocabulary from unit	
Students will be able to: • Think critically to make inferences and originally commentary on texts • Annotate • Discuss text, through rigorous and accountable talk. • Collaborate with peers to set goals and talk about the text. • 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, • Identify and interpret the correlation between the social climate and events of the late 1600s and those of the mid-1900s.	
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:

- 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/Grammar Quizzes
- Class Assignments:
    - Imagery Chart
    - Guided Reading
    - Viewing
    - Notebook Writing

- Summer Work

Summative Assessments:

- Reading Literature On Demand Reading/Writing Assessment
- *The Crucible* Acts I/II Assessment

Common Benchmark Assessments:

- All 10CP Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Modified Assignments
- Choice Project

Core Instructional & Supplemental Materials

Whole-Class Novel:

- *The Crucible* by Arthur Miller (play and film)

Supplamental texts:

- "The Sky Tree"
- excerpts from "The Interesting Narrative of the Life of Olaudah Equiano"
- Johnathan Edwards "Sinners in the Hands of an Angry God") via Textbook and online resources.

Supplemental Resources:

- The History Channel documentary
    - "In Search of History: The Salem Witch Trials"

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.

- Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Verbal and visual cues regarding directions and staying on task

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 - 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

- Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - 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: In English 10, students will write a traditional literary analysis essay, the backbone of scholarly writing in English. The purpose of this unit is to apply the NJSLS Argument Writing skills while also considering the purpose of analysis, from the Greek for "a breaking up, a loosening, releasing." Students will break up, loosen, and release meaning along the lines of symbolism, theme, or character analysis in a self-selected short story. Students will engage in the writing process by gathering ideas from personal sources, reading mentor literary analysis, collecting and implementing craft moves from professional authors, writing independently, and revising both independently and with peers. Throughout the unit, students will demonstrate application of standards through individual conferences and drafting. By the end of the unit, students will demonstrate application of the standards through a final literary analysis essay.

Learning Standards

NJSLS:

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.

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.

Interdisciplinary Connections

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

9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

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

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

Interdisciplinary Connections:

6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Learning Targets	
Unit Essential Questions: • What is the purpose of a literary analysis essay and how does it function to convey a critical reader's original analysis of a text? • How is text evidence used to support theories about a story? • How does a critical reader develop and write about an original and complex argument based in literature?	**Unit Enduring Understandings:** • A critical reader makes original arguments about literature and its components. • Literary analysis essays serve to concisely convey a critical reader's arguments about a piece of literature. • A critical reader proves his/her arguments with textual evidence and models his/her writing after professional essays.
Vocabulary: • Vocabulary Workshop (Tools for Excellence) Level E • Specific contextual vocabulary from unit	
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:

- Diversity, Equity & Inclusion [DEI]
    - Shirley Jackson's "The Lottery"
        - 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 - this unit will include short stories that provide further context into DEI.
            - ie. discussing the social construct of Shirley Jackson's "The Lottery" - additionally, parallels to the witch trials

Assessment Evidence

Formative Assessments:

- Vocabulary/Grammar Quizzes
- Class Assignments:
    - CommonLit

- Rehearsal for Summative Assignments
    - Outlines
    - Literary Analysis Rough Draft
    - Intro/Body Paragraph Feedback

Summative Assessments:

- Literary Analysis Essay Final Draft
- *The Crucible* Acts III/IV Test

Common Benchmark Assessments:

- All 10CP Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Modified Assignments
- Choice Project/Writing Prompt

Core Instructional & Supplemental Materials
Required Texts: ● *The Crucible* by Arthur Miller ● "Young Goodman Brown" by Nathaniel Hawthorne ● "The Lottery" by Shirley Jackson
Supplamental Texts: ● in the genre selected by teacher such as those from Bloom's Literary Reference Center ● The NYT Learning Network
Supplamental Resources: ● https://www.nytimes.com/2019/12/05/learning/unit-3-analyzing-to-make-connections.html

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 - Preferential seating - Follow a routine/schedule - 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 - 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 - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - 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 3

Desired Results

Unit 3 Title: American Voices

Unit Summary: In this nonfiction reading unit, students are invited into an analysis of key literary elements of texts that provide insight into themes centered around conflict, resilience, and identity. In addition to reading this canonical text, teachers will, through read-alouds and close reading studies, introduce students to a voice from the Northeast United States (we'll connect what we learned from unit 1 regarding our Native American studies and early American voices). Students will explore these themes within the book club selections.

Learning Standards

NJSLS:

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.

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.



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.

Interdisciplinary Connections

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

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

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

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

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:

6.2.12.HistoryCC.5.c: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.

Learning Targets

Unit Essential Questions:

- When should an individual take a stand in opposition to an individual or larger group?
- How might it feel to live through a conflict that disrupts your way of life?
- How do we form and shape our identities?

Unit Enduring Understandings:

- Literary elements work together to advance character development and the plot.
- Literary lenses enable readers to understand the human condition through literature.

• If any, what are the boundaries of love and sacrifice, and where does one draw the line between them?	• Humans are able to endure through and triumph from adversity. • Stories help us shape our identities.
Vocabulary: • Vocabulary Workshop (Tools for Excellence) Level E • Specific contextual vocabulary from unit	
Students will be able to: • Grapple with difficult texts with diminishing scaffolding. • Read closely to determine what the text says explicitly and inferentially, and where the text leaves matters uncertain. • Think critically about a text and express thoughts through annotations and extended writing, using textual evidence for support. • Analyze complex characters. • Determine and analyze diction and the impact of language. • Analyze how an author draws on source material. • Determine, analyze, and track the development of central ideas and themes. • Analyze the impact of an author's structural choices. • Utilize literary lenses to perform higher-level analysis of 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:

- 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:

- Vocabulary/Grammar Quizzes

- Class Assignments:
  - Novel quizzes
  - Notebook writing
- Rehearsal for Summative Assignments
  - CommonLit Multiple-Choice Text Sets
  - Student constructed responses pertaining to the text

Summative Assessments:

- Text-based multiple-choice and short constructed response test
- Research Slides
  - Research Project pertaining to background context based on the whole-class novel
  - Students have the option to use this as a starting part for the literary analysis essay next unit

Common Benchmark Assessments:

- All 10CP Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Modified Assignments
- Choice Project

Core Instructional & Supplemental Materials
Potential Mentor Texts: ● *In the Heart of the Sea* by Nathaniel Philbrick ● *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass
Additional Potential Reads: ● Sylvia Plath's *The Bell Jar*

- John Steinbeck's *Of Mice and Men*
- *If Beale Street Could Talk* by James Baldwin
- *The Old Man and the Sea* by Ernest Hemingway
- Jack London's "To Build a Fire"
- Kurt Vonnegut's "Harrison Bergeron"
- "SQ" by Ursula K. LeGuin

Supplamental Resources:

- CommonLit

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 4

Desired Results

Unit 4 Title: The Research Paper

Unit Summary: This research paper writing unit is designed to equip high school students with essential skills in conducting academic research and composing structured, coherent papers. Students will explore various aspects of the research process, from selecting a topic to citing sources, culminating in the production of a well-researched 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.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.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

Make new connections in light of the evidence and reasoning presented.

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

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

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

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

Interdisciplinary Connections

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

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.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.

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.

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.

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:

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

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

Learning Targets

Unit Essential Questions:

- How do I choose a research topic that is both engaging and manageable?
- What strategies can I use to gather reliable and relevant information from a variety of sources?
- How do I develop a clear and focused thesis statement that guides my research?
- What methods can I employ to organize my research findings into a coherent and structured paper?

Unit Enduring Understandings:

- Research is a systematic process that involves exploration, investigation, and analysis to answer questions or solve problems.
- Effective research requires critical evaluation of sources to ensure credibility and relevance.
- A well-developed thesis statement provides a clear focus and direction for a research paper.

<table>
<tr>
<td>

- Why is it important to cite sources properly, and how do different citation styles impact my writing?
- How can peer review and self-revision help improve the quality of my research paper?
- What techniques can I use to effectively present my research findings to an audience?

</td>
<td>

- Organizing research findings into a coherent structure enhances clarity and facilitates understanding for readers.
- Proper citation of sources acknowledges the contributions of others and upholds academic integrity.
- Revision and peer feedback are essential for improving the quality of writing and refining ideas.
- Effective communication of research findings requires clarity, organization, and engagement with the audience.

</td>
</tr>
<tr>
<td colspan="2">

Vocabulary:

- Vocabulary Workshop (Tools for Excellence) Level E
- Specific contextual vocabulary from unit

</td>
</tr>
<tr>
<td colspan="2">

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.

</td>
</tr>
<tr>
<td colspan="2">

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.

</td>
</tr>
</table>

- 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, Climate Change, LGBTQ and People with Disabilities and Diversity, Equity and Inclusion [DEI]
    - Students have the option to choose topics that pertain to one of mandates while considering their research focus of 'adversity."

Assessment Evidence

Formative Assessments:

- Vocabulary/Grammar Quizzes
- Class Assignments:
    - Source evaluations
    - working/annotated bibliography
- Rehearsal for Summative Assignments

- Introduction Paragraph
- Body Paragraph
- Reserach Paper Rough Draft

Summative Assessments:

- Research Outline
- Research Final Draft

Common Benchmark Assessments:

- All 10CP Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Modified Assignments
- Choice Research Topic

Core Instructional & Supplemental Materials

Research materials (both online and handouts):

- Purdue's OWL (online writing lab)
- Towson University's grammar website

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 - Follow a routine/schedule - 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

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 - 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.

- Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments including multiple sources and context for the research paper - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

Unit 5 Title: Shakespeare and Rhetorical Analysis

Unit Summary: Students will deeply explore Shakespeare's Othello, or Julius Caesar, to gain understanding of historical context and the richness of Elizabethan text. Additionally, students will learn to rhetorically analyze non-fiction texts, beginning with key speeches from either of Shakespeare's works (i.e. Caesar's speeches). Subsequently, students will explore speeches, seminal documents, editorials, and modern works to see the use of rhetorical devices and appeals. Teachers will provide models and explanations prior to students moving on to independent study. Students will be able to recognize and differentiate rhetorical devices and appeals (Logos, Pathos, Ethos, Kairos) as they appear in both print and multimedia sources. Students will demonstrate mastery of concepts through a rhetorical analysis essay and student-choice project.

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.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.

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.

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.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.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

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

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

Interdisciplinary Connections:

6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war."

Learning Targets

Unit Essential Questions:

- How have characters and people, both in our past and present, successfully brought about change through persuasion?
- How can we evaluate, interpret, and dissect information in our world to determine our own thoughts and opinions?
- How is language used to manipulate us?

Unit Enduring Understandings:

- Drama contains commentary on opinions of the era; students will see how these opinions were formed and how they contrast when placed against modern viewpoints.
- The language of the text contains words that are still used today; however, some words have different meanings and others are altogether extinct.

• How can rhetorical analysis be employed to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric? • How does rhetoric demonstrate an author's point of view and purpose and evoke a response in the audience? • How do readers analyze the types of evidence an author uses to support the text's central idea, claim or insight?	• The key elements of texts can be analyzed through a rhetorical lense. • Texts, in various mediums, offer commentary on similar subjects. • Authors draw on and transform texts used as source material. • Both historical and contemporary speeches, both fiction and non-fiction contain appeals to logic, emotion, and credibility (Logos, Pathos, and Ethos). • Television and print advertisements contain varying means of persuasion (and logical fallacies) and one must understand how to recognize, and in some cases deflect, such presentations.
Vocabulary: • Vocabulary Workshop (Tools for Excellence) Level E • Specific contextual vocabulary from unit	
Students will be able to: • Apply practical knowledge, historical/cultural context, background and vocabulary knowledge to read literary nonfiction and seminal documents at grade-level complexity. • Analyze and evaluate an author's point of view, argument, claims, reasoning, and evidence. • Determine and evaluate the impact of nonfiction text structures. • Determine the meaning of words in context. • Perform rhetorical analysis. • Demonstrate knowledge of reading skills through on-demand assessments, critical reading, and discussion.	

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:

- Diversity, Equity & Inclusion [DEI]
    - *Othello* by William 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/Grammar
    - Play Quizzes (i.e. Kahoot, Quizlet)
- Class Assignments:
    - CommonLit with a focus on rhetoric
- Rehearsal for Summative Assignments
    - Practice multiple choice
    - Analysis of passages similar to what will be on the final assessment

Summative Assessments:

- Text-based multiple-choice and short constructed response test
- Rhetorical Analysis Assessment
    - How an author makes their argument and the devices he/she uses to do so.

Common Benchmark Assessments:

- All 10CP Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Modified Assignments
- Choice Rhetorical Analysis Project

Core Instructional & Supplemental Materials
Potential Mentor Texts: • Shakespeare's *Othello* • Shakespeare's *Julius Caesar*
Supplemental Resources: • A variety of speeches, advertisements, and commercials to support learning of rhetorical devices.

Supplemental Texts:

- Patrick Henry
- Shirley Chisholm
- Martin Luther King Jr. and other voices.

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 - Preferential seating - Follow a routine/schedule - 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 - Scaffolding - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Think-Pair-Share by Readiness - 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.

-Homogenous Grouping - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 6

Desired Results

Unit 6 Title: Feature Article

Unit Summary: Apply practical knowledge, historical/cultural context, background and vocabulary knowledge to read literary nonfiction and seminal documents at grade-level complexity. Analyze and evaluate an author's point of view, argument, claims, reasoning, and evidence. Determine and evaluate the impact of nonfiction text structures. Determine the meaning of words in context. Perform rhetorical analysis. Demonstrate knowledge of reading skills through on-demand assessments, critical reading, and discussion.

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).

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).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of

alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

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

Interdisciplinary Connections

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

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others.

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

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.

Interdisciplinary Connections:

6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How do ethics impact the reporting/writing of a feature article? • What is a 'code of conduct' for journalists? • How does the writing process affect a completed piece? • To what extent do informational writers remove personal opinions from their writing? • How can I use organizational techniques to present information logically and clearly? • How do I gather relevant and sufficient evidence to convey information?	• Informational writing conveys complex ideas through selection, organization, and analysis of content. • Informational writers avoid personal bias • Informational writing contains unique norms and conventions to set it apart from other types of writing • Feature articles involve human emotions. • Feature articles combine different types of writing. • Organization is key in the research process.
Vocabulary: • Vocabulary Workshop (Tools for Excellence) Level E • Specific contextual vocabulary from unit	
Students will be able to: • Distinguish between facts and opinions by summarizing data; detecting bias, stereotypes and clichés; and recognizing unstated assumptions. • Recognize issues of sensitivity (racism, sexism, social class injustice, etc.). • Understand the reporting process. • Interview with knowledge and depth.	
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, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI]
    - All apply as students are able to select the topic for their Feature Article (it could be personal or it might have to do with a more general aspect of society).

Assessment Evidence

Formative Assessments:

- Vocabulary/Grammar Quizzes
- Class Assignments:
    - Source evaluation
    - interview document

- outline
- Rehearsal for Summative Assignments
  - Feature Article Rough Draft

Summative Assessments:

- Feature Article Final Draft

Common Benchmark Assessments:

- All 10CP Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Modified Assignments
- Feature Article Project

Core Instructional & Supplemental Materials
Research Includes: • Online research databases (including Opposing Viewpoints) • LibGuide (constructed with the help of our Media Center Specialist). • Students will also have access to a variety of sample feature articles to comb through online (in addition to a strong model or two from recent student work).

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 - 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 - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills -Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - 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.
-Homogenous Grouping - Small Group In-Depth Instruction - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 7

Desired Results

Unit 7 Title: The American Dream

Unit Summary: In this unit, students will uncover how American modernists develop characters' motivations during a time of crisis to reveal historical struggles. Students will continue to analyze the author's intent and will identify parallels between an author's storyline and autobiographical events in his own life.

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.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.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

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.

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.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Interdisciplinary Connections:

6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Learning Targets

Unit Essential Questions:

- What is the American Dream and to what extent is it achievable for all Americans?
- In what ways does the American Dream mean different things for different Americans?
- How has the American Dream changed over time?

Unit Enduring Understandings:

- Fitzgerald's The Great Gatsby is a time capsule of the roaring 20's and showcases both the failures and aspirations of Americans in that decade
- The American Dream has changed over time and for various reasons

• How does an analysis of the concept through literary elements and critical lenses demonstrate its uniqueness? • How do intertext comparisons reveal similarities and differences in the concept?	• While the American Dream may have a different appearance across works of literature the steadfast pursuit and longing to attain it remain paramount throughout • Literature can offer a reflection and critique of humanity.
Vocabulary: • Vocabulary Workshop (Tools for Excellence) Level E • Specific contextual vocabulary from unit	
Students will be able to: • Read and apply higher-order skills to choice texts. • Collaborate with peers. • Speak and listen according to standards.	
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:

- Diversity, Equity & Inclusion [DEI]
    - *The Great Gatsby* by F. Scott Fitzgerald
        - 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.

Assessment Evidence

Formative Assessments:
• Vocabulary/Grammar
• Novel Quizzes
• Class Assignments:
  ○ CommonLit with a focus on the American Dream
• Rehearsal for Summative Assignments
  ○ Practice Multiple-Choice
  ○ Short constructed responses

Summative Assessments: • *The Great Gatsby* Test • *Gatsby* Party Planning Project
Common Benchmark Assessments:

- All 10CP Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Modified Assignments

Core Instructional & Supplemental Materials

Required Texts:

- *The Great Gatsby* by F. Scott Fitzgerald

Potential Texts:

- "The Story of an Hour" by Kate Chopin

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 8

Desired Results

Unit 8 Title: Narrative Writing

Unit Summary: Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian* and Frederick Douglass's *Narrative of the Life of Frederick Douglass, an American Slave* offer a springboard for narrative writing in English 10 CP. Students will study Alexie's craft as a mentor text in narrative writing. Students will engage in the writing process to write original narratives on self-selected topics.

Learning Standards

NJSLS:

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

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

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

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

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

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

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.

Interdisciplinary Connections

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

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.

Interdisciplinary Connections:

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

Learning Targets	
Unit Essential Questions: • What do you "carry?" How are we the stories we tell? • How can the writing process be employed to improve writing? • How do narrative techniques aid in developing real or imagined experiences? What is the difference between truth and fiction? • How can a writer draw a conclusion or reflect upon an experience? • Why is it necessary to write and share stories?	**Unit Enduring Understandings:** • Writers employ various craft and structural elements in order to develop a story, paying close attention to language choices, specific details, and conciseness. • Writing a story can help an author make sense of "fragments" of experiences, even seemingly insignificant ones. • Writers explode a moment to capture meaning.
Vocabulary: • Vocabulary Workshop (Tools for Excellence) Level E • Specific contextual vocabulary from unit	
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.	
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:

- LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]
    - *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
        - Junior is born with hydrocephalus (water on the brain) and experiences seizures, vision problems, and speech impediments. His disability shapes his identity and his experiences of bullying, exclusion, and resilience.
        - Students will explore the atmosphere, culture, and social construct of reservation life (Spokane) when compared with Arnold's move to the town of Rearden, Washington.

Assessment Evidence
Formative Assessments:

- Vocabulary/Grammar Quizzes
- Class Assignments:
    - Novel reading checks and extensions
    - Narrative understanding
- Rehearsal for Summative Assignments
    - Check points for narrative essay
    - Narrative Essay Rough Draft

Summative Assessments:

- Narrative Essay Final Draft

Common Benchmark Assessments:

- All 10CP Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Modified Assignments

Core Instructional & Supplemental Materials
Potential Mentor Texts: ● *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
Supplamental Texts: ● "Harrison Bergeron" by Kurt Vonnegut ● "SQ" by Ursula K. LeGuin
Supplamental Resources: ● Online and print resources on Narrative Writing (the OWL at Purdue University)

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.

- Review of directions - Student restates information - 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.

- Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - 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

Students at Risk of Failure

- Home/School Connection - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - 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 - Differentiated Online Practice - Alternative Assessments