

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: English II/Honors English II: Frameworks of Literature

Born On: August, 2024
Previous Revision: August, 2024
Current Revision: August 2026
Board Approval: 8/24/26

English II/Honors English II: Frameworks of Literature

COURSE DESCRIPTION: Activities in English II continue to be focused on the study of language, literature, and writing. Students will examine various archetypes in classical and contemporary works of literature. The essential questions that guide the course are: What stories have we told and do we continue to tell? Why? Whose stories are missing and how does that impact society as a whole? Students will recognize conceptual foundations in various literary texts. Both classic and contemporary literature continue to provide insights into human relationships and motivation, building student understanding of the many dimensions of human experience. Writing assignments focus on the precise and effective use of language and the clear organization of thoughts. Vocabulary is studied in conjunction with literary offerings and supplemented by class work on the skills needed for success on the PSAT, SAT and ACT tests.

NJ Statutes & Administrative Mandates

[N.J.A.C. 6A:8-1.1](#): The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

[N.J.A.C. 6A:8-3.1](#): Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS specified by the NJSLS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

[N.J.A.C. 6A:8-3.1\(a\)3](#): Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLS".

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K-12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: [N.J.S.A. 18A 35-4.43](#) Every board of education shall Include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United States, the centuries of accomplishments by African Americans in the building and development of America

including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion Law: (N.J.S.A.18A:35-4.36a) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

Assessment Evidence — English Language Arts

☐ **Formative (F) and Summative (S) Assessments Indicated Throughout the Units**

Formative assessments in ELA are the frequent, lower-stakes checks that monitor progress during learning — things like reading quizzes, discussion posts, Canvas journals, Padlet postings, group work, Membean/IXL, and Socratic seminars — while summative assessments measure mastery at the end of instruction through unit exams, projects, synthesis writing, and timed writing.

For QSAC compliance, the district shows a coherent system where both types are standards-aligned, rubric- or criteria-based, and consistently documented, with many tasks (like presentations, book talks, and Reader's Responses) serving double duty as both formative checkpoints and summative evidence of standards mastery.

☐ **Benchmark Assessments by grade level are given three times per year, 9-12, and are also used as Screener assessments as needed**

☐ **Alternate Assessment (A)**

An approved oral, visual, written, performance-based, or technology-supported product aligned to the same NJSL-ELA standards and target skills as the standard assessment. "Alternate" is defined in two complementary ways:

1. As accommodation/modification — for students who require accommodated or modified demonstration of mastery per an IEP, 504 plan, or approved general education accommodation, pre-approved by the case manager/department supervisor and documented accordingly.
2. As instructional choice/novel format — for any student, as a deliberate option for demonstrating content or skill knowledge through a format other than the traditional written response (e.g., a choice board, project-based option, or student-selected mode of presentation). This use of "alternate" is not tied to a disability designation; it reflects differentiated instruction and multiple means of expression, consistent with UDL (Universal Design for Learning) principles.

Approved Alternate Formats (by mode)

Mode	Example Product	Standards Alignment	Typical Use Case
Oral	Recorded response, oral retelling, Socratic seminar, one-on-one conference assessment	RL/RI.9-12.1–9; SL.9-12.1, 4, 6	Accommodation or choice
Visual	Graphic organizer synthesis, storyboard, annotated infographic, visual argument map	RL/RI.9-12.2, 3, 5; W.9-12.2	Choice/UDL option
Written (modified or novel)	Shortened response with scaffolds (accommodation); OR creative written form such as found poem, letter-in-voice, or blackout poetry response (choice)	W.9-12.1, 2, 3; L.9-12.1, 2	Both
Performance-based	Dramatic scene interpretation, mock trial, debate, podcast/monologue	RL.9-12.3; SL.9-12.1, 3, 4	Choice/UDL option
Technology-supported	Text-to-speech supported response (accommodation); OR student-created video essay, digital slide deck, screencast explanation (choice)	W.9-12.6; 9.4.12.TL (CLKS crosswalk)	Both

UNIT BOOKMARKS

<u>READING</u>	<u>WRITING</u>	<u>SPEAKING & LISTENING</u>	<u>GRAMMAR</u>
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READING UNITS

Unit 1: Intro to Archetypes Unit Description/Overview In this unit, students will be introduced to the concept of archetypes (character, symbolic and hero's journey). Students will apply their understanding of archetypes to reflect more deeply on their summer reading books. Students will then transfer their understanding of archetypes and the stages in the hero's journey as they work through short texts together, then independently. Additionally, this unit will review and model what active reading and annotation looks like in the 10th-grade classroom, and how students should be engaging with the texts they read moving forward this year. Approximate time frame: 1 month (September)	
Essential Questions	• What is the hero's journey? • What is an archetype? • What is intertextuality and how does understanding archetypes (character, symbol, plot) help students more actively engage in what they read? • How does the notion of "one story" (Foster) help students navigate new texts? • What does active reading look like? • How does one annotate and interact with fiction and nonfiction?
NJSLA Standards	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.

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).

Reading Domain

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.

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.

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.

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.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose. RL.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. 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. Speaking and Listening 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.
Student Learning Objectives	• Students will be able to recognize key archetypes both in their summer reading and the subsequent reading we will complete throughout the year (the hero, the villain, the hero’s journey, blindness vs sight, etc). • Students will understand how every piece of literature follows a quest/journey, meaning that every story is essentially “one story” (Foster). • Students will be able to recognize the stages in the hero’s journey and apply them to their summer reading. • Students will know how archetypes play significant roles in a hero’s journey and how understanding said archetypes will help them make sense of other courses and independent texts they read.
Formative and Summative Assessments	Socratic seminars (F/S), class discussions (F), Padlet postings, small group focused analysis of archetypes (for summer reading and short pieces covered in this unit) (F), in-class essay where students will demonstrate their understandings of archetypes and how they help them read/make sense of the new text after they complete a short cold-read (S), completion of archetype tracker(F), Reading quizzes (F), socratic seminars (F/S/A), book talks (F/A), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader’s Responses (RRs) (F/S/A), class discussion (F/A), discussion/reaction posts (F/A), Canvas journals (F), Padlet postings (F), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)

Required/ Suggested Resources	Novels/Plays: Summer reading novels Short Stories: “A White Heron” Sarah One Jewett (suggested for Honors) “<u>Through the Tunnel</u>” by Doris Lessing (On CommonLit) “<u>By the Waters of Babylon</u>” by Stephen Vincent Benét “<u>Journey</u>” Joyce Carol Oates “Life After High School” Joyce Carol Oates “<u>A Perfect Day For a Bananafish</u>” J.D. Salinger “Eraser Tattoo” Jason Reynolds (On CommonLit) “The First Day” Edward P. Jones “A Good Man is Hard to Find” (On CommonLit) “The Yellow Wallpaper” (suggest for honors) “<u>Initiation</u>” Sylvia Plath Penelope by Dorothy Parker Poetry: Excerpts from Beowulf “The Road Not Taken” Robert Frost “<u>Odysseus</u>” (1960) W.S. Merwin paired with “<u>Penelope</u>” (1936) Dorothy Parker <u>Reflection Questions for “Odysseus” and “Penelope”</u> Nonfiction: “<u>One Story</u>” chapter from <i>How to Read Literature Like a Professor</i> “<u>Every Trip is a Quest</u>” from <i>How to Read Literature Like a Professor</i> <i>The Hero with a Thousand Faces</i> (excerpts) by Joseph Campbell (suggested for Honors) “Archetype and the Collective Unconscious” by Carl Jung (suggested for Honors) “Why are We Obsessed with Superheroes?” (reading from Common Lit) “<u>America Is....</u>” (NYT visual essay with great links with references to archetypes, allusions, etc) Audio/Visual <u>Ted Talk on Hero’s Journey</u> <u>Disney Short: “Piper”</u>
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	<u>NPR “The Hero’s Journey”</u> (honors suggestion or is this being redundant?) Sample Assignments/Resource Documents <u>Reference Guide to Literary Archetypes</u> <u>Archetype Gallery Walk Task</u> <u>Archetype note sheet</u> <u>Journey tracker</u> <u>Hero’s Journey Summer Reading Tracker</u> <u>Hero’s Journey Speech Task</u> <u>Annotation Tips</u>
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Interdisciplinary Connections	VPA1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art. VPA1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Modifications	Students with Disabilities - Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be	Struggling/At-Risk Students - Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete	Gifted and Talented - Provide opportunities for project based learning - Provide opportunities	Multilingual Learners Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made
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	determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable	assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable	s for independent studies ● Flexible Grouping ● Jigsaw activities	adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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Unit 2: Whole class novel *The Catcher in the Rye* & *In the Wild Light*

*paired text unit, focus on *Catcher* for Honors and *Wild Light* in CP

Unit Description/Overview

In this unit, students will continue to examine archetypes and the hero's journey as they read and analyze *The Catcher in the Rye* (Honors) or *In the Wild Light*. Students will be exposed to a variety of texts to sharpen their close-reading analysis and discussion skills as they focus on how various authors capture identity in fiction and nonfiction.

Approximate time frame: 1 month (October)

Essential Questions

- How does a character's interaction with others shape his/her choices and sense of self?
- How does recognizing various archetypes and the hero's journey enrich our reading of *The Catcher in the Rye* or *In the Wild Light*?
- What is a theme and how can we best express a text's theme in writing and discussion?
- What are literary motifs and symbols? How does one determine what is acting as a symbol and infer its significance?
- What does a character's dishonesty say about who he/she is?
- How does a character's perception of self impact the choices he/she makes?

State Standards

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

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.

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.

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.

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.

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.

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).

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.

Speaking and Listening

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.
- 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. Language 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). Speaking and Listening 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.
Student Learning Objectives	• Students will transfer their understanding of the hero’s journey from the previous unit to their reading of <i>The Catcher in the Rye/In the Wild Light</i> and Holden’s/Cash’s journey. • Students will explore how Holden’s/Cash’s interactions with disparate archetypes (villain, sage, innocent, lover) shape his choices and his journey. • Students will actively read and annotate their texts to prepare for their small-group and full class discussions and analysis activities for the novel. • Students will respond to their reading in their writer’s notebook. • Students will read, analyze and synthesize new texts (see short stories, nonfiction and videos) with sections of <i>The Catcher in the Rye/In the Wild Light</i>. • Students will complete SOAPStone analyses of Ted Talks and make connections to <i>The Catcher in the Rye/In the Wild Light</i>.

	- Students will examine Holden’s consistent lying and dishonesty to make inferences about his character (H) - Students will generate found poetry based on <i>The Catcher in the Rye/In the Wild Light</i> as a means to analyze characters’ thoughts, conflicts, and motivations. - Students will collaborate with groupmates to make a claim about what Holden/Cash learns on his journey and who was pivotal in learning said lesson (see below for sample collaborative presentation).
Formative and Summative Assessments	Reading quizzes (F), Socratic seminars (F/S), book talks (F/S), book group (F), research tasks (F), jigsaw presentations (F/S), <u>Reader’s Responses (RRs)</u> (F), class discussions (F), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F/S), IXL (F/S), Reading quizzes (F), socratic seminars (F/S/A), book talks (F/A), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader’s Responses (RRs) (F/S/A), class discussion (F/A), discussion/reaction posts (F/A), Canvas journals (F), Padlet postings (F), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)
Required/ Suggested Resources	Novel <i>The Catcher in the Rye</i> by J.D. Salinger (full-text for Honors, excerpts for English II) <i>In the Wild Light</i> by Jeff Zentner (full-text for English II, excerpts for Honors) Short Stories “A & P” by John Updike Poetry “At a Window” by Carl Sandburg (available on Common Lit) **use after Chapter 10** <u>“I felt a Funeral, in my Brain”</u> by Emily Dickinson **use after the novel** <u>“O Me! O Life!”</u> by Walt Whitman (suggested for Honors) <u>“To the Virgins, to Make Much of Time”</u> Robert Herrick (suggested for Honors) <u>“Comin thro’ the Rye”</u> by Robert Burns Nonfiction “Why it’s Time to Lay the Stereotype of the “Teen Brain’ to Rest” by Dan Romer (available on Common Lit)

“Teenage Brains are Malleable and Vulnerable, Researchers Say” by John Hamilton (available on Common Lit)

use after Chapter 7 in *Catcher*

“Depression, the Secret We Share” by Andrew Soloman (available on Common Lit) **TED TALK**

use after Chapter 22 in *Catcher*

“The Case for Delayed Adulthood” by Laurence Steinberg (opinion piece)

“Why You Never Truly Leave High School” by Jennifer Senior (suggested for Honors)

Audio/Visual

Ted Talk: “How to Spot a Liar” by Pamela Meyer

use after Chapter 9 in *Catcher*

Ted Talk: “Why we all need to practice emotional first aid” by Guy Winch

appropriate at various points in both *Catcher* and *ITWL*

Ted Talk: “How to speak so that people want to listen” by Julian Treasure

appropriate at various points in the text

Videos from NYT Learning Network to use with *In the Wild Light*

“Shadow’s Dream” (How Often Do You Stop to Notice the Mystery and Beauty of Shadows?) make connections between the video, self, and Cash/Pawpaw

““Think about the Beautiful Future Ahead” (What life lessons have you learned from your family?)

“A Concerto is a Conversation” (How has your life been shaped by the sacrifices, strength, and wisdom of your elders?)

“It’s Quitting Season” (Is quitting a sign of weakness or courage?- contrast with Biles’ successful comeback)

“Yaren and the Sun” (How do you deal with grief?)

Sample Assignments/Resource Documents

In the Wild Light Signpost & Archetype Tracker

NYT Learning Network Text to Text synthesis activity: ‘The Catcher in the Rye’ and ‘The Case for Delayed Adulthood’

Group Archetype Project & Group Archetype Presentation Template

Interdisciplinary Connections	6.1.12.HistorySE.14.b Use a variety of sources from diverse perspectives to analyze the social, economic, and political contributions of marginalized and underrepresented groups and/or individuals. Multiple texts, source evaluation, author perspective, synthesis 6.1.12.HistoryCA.14.c Determine the influence of multicultural beliefs, products—including art, food, music, and literature—and practices in shaping contemporary American culture.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

Modifications	Students with Disabilities - Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments	Struggling/At-Risk Students - Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction	Gifted and Talented - Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Multilingual Learners Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate
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	• Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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Unit 3: Memoir/Book Clubs (Self/Other focus)

Unit Description/Overview: In this unit, students will read a variety of texts and genres in order to explore how authors capture the various forces that shape a person's sense of self. Then, students will select a memoir from a curated list and read through the text independently, write reader responses, and meet with a book group several times to discuss and examine the text.

Approximate time frame: December (one and a half-two months)

Essential Questions	• What internal and external forces shape our sense of self?
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	• What is the “other” and how is it represented in literature? • What does active reading and text engagement look like when reading independently? • How do the themes, conflicts and characters in the selected texts connect to the themes we have read and explored in our course work thus far? • How does our understanding of archetypes and the recognition of archetypal characters, symbols and plot help us navigate our book club books? • How do we connect to the themes, conflicts and characters in the book group texts? • How does reading about a peripheral/marginalized group/people/perspective give us insight into the past, the present and the future? • How do various poems, short stories and nonfiction texts capture and illustrate the forces that shape one’s identity and self?
State Standards	Language 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). 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).

Reading

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.

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.

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).

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.

Speaking and Listening

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.
Student Learning Objectives	• Students will select a book club book and within their group set a reading schedule. • Students will read and annotate their book club books and complete five or six Readers Responses, modeled after the sample RRs reviewed in class. • Students will understand how our identity and what we hold true influences the way we read, how we think and how we interpret a situation. • Students will read closely and comprehend what the text says explicitly and make logical inferences. • Students will note, trace and discuss the archetypes they encounter and how they shape the theme and plot. • Students will determine central ideas/themes and analyze their development. • Students will analyze how and why individuals, events, and ideas develop and interact over the course of the text. • Students will assess how point of view or purpose shapes the content and style of a text. • Students will know the importance of strengthening cultural consciousness and intercultural awareness. • Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • Students will adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Formative and Summative Assessments	Reading quizzes (F), Socratic seminars (F/S), book talks (F/S), book group (F), research tasks (F), jigsaw presentations (F/S), Reader's Responses (RRs) (F), class discussions (F), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F/S), IXL (F/S), Reading quizzes (F), socratic seminars (F/S/A), book talks (F/A), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S/A), class discussion (F/A), discussion/reaction posts (F/A), Canvas journals (F), Padlet postings (F), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)
Required/ Suggested Resources	Novel/drama excerpts: <i>A Raisin in the Sun</i> by Lorraine Hansberry <i>"Two Kinds"</i> (excerpt from <i>Joy Luck Club</i>) by Amy Tan <i>Another Brooklyn</i> Jacqueline Woodson Short Stories: <u>"The Red Convertible"</u> by Louise Erdrich <u>"Interpreter of Maladies"</u> by Jhumpa Lahiri (suggested for Honors) <u>"Girl"</u> by Jamaica Kincaid <u>"Boy"</u> (for Jamaica Kincaid's "Girl") By Bret Anthony Johnston <u>"Men: Being a Boy"</u> by Julius Lester Poetry: Sharon Olds, <u>"On the Subway"</u> Natasha Trethewey, <u>"At Dusk"</u> Langston Hughes, <u>"A Dream Deferred"</u> Diane Burns, <u>"Sure You Can Ask Me a Personal Question"</u> Gary Soto, "Oranges" Langston Hughes <u>"Theme for English B"</u> (1959) W.H. Auden <u>"The Unknown Citizen"</u> (1940) Nonfiction: <u>"Salvation"</u> by Langston Hughes <u>"People Like Us"</u> by David Brooks <i>The Autobiography of Malcolm X</i> by Alex Haley and Malcolm X (suggested for Honors)

	<u>“Struggle to be an All-American Girl”</u> by Elizabeth Wong “Catfish in the Bathtub” by Maxine Hong Kingston “Free Man of Color” by Hilton Als Current events from news sources integrated at teacher discretion (Newsela, library databases, credible news websites) Audio/Visual: <u>Chimamanda Ngozi : TED Talk “The Danger of a Single Story”</u> <u>“Living in a Multicultural America”</u> NPR Book Club Options: <i>Shout</i> by Laurie Halse Anderson <i>The Glass Castle</i> by Jeanette Walls <i>Educated</i> by Tara Westover (suggested for Honors) <i>Persepolis</i> by Marjane Satrapi <i>Why Not Me?</i> by Mindy Kaling <i>Stitches</i> by David Small (suggested for Honors) <i>Do You Dream in Color?</i> by Laurie Rubin <i>Taste: My Life Through Food</i> by Stanley Tucci (suggested for Honors) <i>The Girl Who Smiled Beads</i> by Clemantine Wamariya (suggested for Honors) <i>Angela’s Ashes</i> by Frank McCourt (suggested for Honors) <i>Soviet Daughter: A Graphic Revolution</i> by Julia Alekseyeva <i>Three Little Words</i> by Ashley Rhodes-Courter <i>Popular, a Memoir: Vintage Wisdom for a Modern Geek</i> by Maya Van Wagenen <i>Relentless</i> by Tim Grover <i>I Know Why the Caged Bird Sings</i> by Maya Angelou <i>Swimming to Antarctica</i> Lynne Cox <i>They Cage the Animals at Night</i> by Jennings Michael Burch
Interdisciplinary Connections	VPA1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art. VPA1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.

Career Readiness, Life Literacies, and Key Skills	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
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Modifications	Students with Disabilities - Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient work - Restate, reread, and clarify directions/questions - Provide opportunities for	Struggling/At-Risk Students - Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction - Maintain a consistent routine/schedule - Flexible grouping - Provide student exemplars to communicate expectations - Sentence frames/starters	Gifted and Talented - Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Multilingual Learners Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through brainstorming, semantic webbing, or use of visual aids
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	students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Provide immediate feedback when applicable		• Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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Unit 4: Macbeth (Tragic Hero/villain focus)

Unit Description/Overview:

This unit will provide students with the opportunity to engage with and explore the play *Macbeth*. Through their reading and viewing of the text, students will be able to analyze the elements of the archetypal hero and villain and their impact on other characters and on the plot.

This unit will provide students with an opportunity to read a variety of nonfiction texts that explore power and its impact on individuals. Then, students will engage with and explore the play *Macbeth*. Through their reading and viewing of the text, students will be able to analyze the actions of the tragic hero and how his interactions with other archetypal characters, his desire for power, and his own tragic flaw drive his decisions and actions in the play.

Approximate time frame: February (one month)

Essential Questions	• How do readers navigate the close-reading of a play? • What is a tragic hero? What is a tragic flaw? • What differentiates a hero from a villain? • How are the concepts of good and evil subjective and mercurial?
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	• What is the difference between greed and ambition? • How do situational circumstances of a character shape his/her actions and lead him/her to either honorable actions or evil actions deemed justifiable? • How does recognizing the roles archetypal characters play in Macbeth help us understand character, plot and theme?
State Standards	Language L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.

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

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

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.

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.

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.

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.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).

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.

Student Learning Objectives	- Students will be able to recognize the tragic hero, his tragic flaw as he interacts with other archetypal characters in the play <i>Macbeth</i>. - Students will explore through reading and viewing nonfiction how the roles of hero and villain are not necessarily fixed and are much more complicated and fluid than one might think. - Students will complete a SOAPSTone analysis of the Ted Talks they view in this unit. - Students will read, annotate and explore how “Ozymandias” captures issues of power and make connections to the play <i>Macbeth</i>. - Students will know content-specific drama terms which they will use to analyze and interpret characters thoughts, actions and motivations. - Students will transfer their knowledge of the hero’s journey to their active reading of <i>Macbeth</i> to help them see the impact of power and choices of characters and how it shapes them into a hero or villain. - Students will revisit the unit’s essential questions and respond to them in small groups and/or a jigsaw activity.
Formative and Summative Assessments	Students will read, view and discuss nonfiction texts on power and greed (F/S); read and annotate the play <i>Macbeth</i>, paying particularly close attention to the soliloquies and monologues (F); discuss and respond to journal prompts about how the text makes meaning of/illustrates the hero/villain archetypes (F); complete choral reading activities (F); engage in Socratic Seminars (F/S); argue (through speech or in writing) to respond to the question who is the villain in <i>Macbeth</i>? (S); reflect (in writing and discussion) how the play <i>Macbeth</i> responds to the essential questions of the unit (F/S), Reading quizzes (F), socratic seminars (F/S/A), book talks (F/A), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader’s Responses (RRs) (F/S/A), class discussion (F/A), discussion/reaction posts (F/A), Canvas journals (F), Padlet postings (F), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)
Required/ Suggested Resources	Play: <i>Macbeth</i> Short Story: “<u>The Twelve Labors of Hercules</u>” Poetry: “Ozymandias” By Percy Bysshe Shelley Non-fiction: “<u>Marshmallow Test</u>” from <i>The Atlantic</i> magazine <u>Stanford Prison Experiment</u> also available on Common Lit

	<u>"Georgia Inmates Credited with Saving Life of Guard During Work Detail"</u> <u>"When did Ambition Become a Dirty Word" Jacob Bernstein</u> <u>"Many Americans Say They Believe in Ghosts. Do You?"</u> <u>"The Atmosphere of the "Manosphere" is Toxic</u> Audio/Visual Students will listen to and view <i>Macbeth</i> <u>"Why Ordinary People Need to Understand Power"</u> <u>"How Power Corrupts the Mind Pity the Despot" by Brian Resnick</u> Assignments/Resource Documents <u>Macbeth "Un-Family Tree"</u> <u>Macbeth Archetype Tracker</u> <u>Macbeth drama terms</u> <u>Ozymandias/Macbeth Synthesis Task</u>
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Interdisciplinary Connections	VPA1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art. VPA1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art. VPA 1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.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).

Modifications	Students with Disabilities Teacher modeling of skills/techniques to be mastered	Struggling/At-Risk Students - Provide opportunities for repetition and practice - Teacher modeling of	Gifted and Talented Provide opportunities for project based	Multilingual Learners Using images and other visual aids to support understanding of concepts Kinesthetic learning experiences
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	• Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule	skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable	learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	(manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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	• Provide immediate feedback when applicable			
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Unit 5: Syntopic Project

Unit Description/Overview: This unit will provide students with the opportunity to explore connections between texts they’ve studied throughout the year, as well as choose and read additional texts with similar themes/ “big ideas” to put into conversation with one another in a final project.

Approximate time frame: May/June

Essential Questions	• How does making intertextual connections of curricular content help students sharpen their understanding of texts and their themes? • How does genre impact the way in which theme/ “big ideas” are illustrated and explored? How should the genre of a given text impact the ways in which students engage with it and read strategically? • How can evaluating <i>how</i> texts explore themes help students understand intertextual connections? • What impact does recognizing character, symbolic and plot archetypes have on making connections between and among course texts? • How does the presence of certain archetypes help elucidate certain thematic elements in texts? • What is the best medium to illustrate and explore thematic connections students make between texts they have curated? • How do close-reading strategies and Readers Responses help students understand themes/”big ideas” and help to identify connections they might see between texts?
State Standards	Reading 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.

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

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

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

RI.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.

Speaking and Listening

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.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.
Student Learning Objectives	• Students will recognize connections between course texts and will curate a topical/thematic collection of texts. Students will then create an outline and a graphic representation to demonstrate their understanding of how said themes are made clear by authorial choices within each piece. • Students will be able to read, annotate and comprehend fiction and non-fiction texts independently using their active reading strategies practiced throughout the year. • Students will be able to write complete, thorough theme statements for their selected texts in their synthesis project. • Students will be able to determine themes and big ideas and be able to note evidence from the text to justify their analysis. • Students will be able to integrate textual excerpts from multiple sources to formulate an engaging class discussion/lecture/presentation as it reflects a thematic thread or “big idea” present in all chosen texts. • Students will be able to determine an author’s point of view and analyze how said p.o.v. may contribute to the development of “big ideas”/themes. • Students will be able to prepare and participate in small and large group conversations and Socratic Seminars where they will synthesize texts. • Students will be able to evaluate how a particular theme or “big idea” is represented in a collection of student-selected texts (from the options provided in resources below). • Students will create a visual to showcase their collection of close-reading texts on their chosen theme/“big idea” and lead a class discussion on said theme/big idea • Students will share their final projects with the class and students will complete a gallery walk to read, review and respond to their classmates’ work.
Formative and Summative Assessments	Project progress conferences/check-ins (F), theme statements (F), archetype trackers and analysis (F), graphic organizers (F), outlines (F), written reflections (F/S), gallery walks (F), digital media/visual displays and products (F/S) Additionally: Socratic Seminars (F/S), book talks (F/S), book groups (F/S), research tasks (F), jigsaw presentations (F/S), Reader’s Responses (RRs) (F), class discussions (F), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F/S), IXL (F/S), Reading quizzes (F), socratic seminars (F/S/A), book talks (F/A), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader’s Responses (RRs) (F/S/A), class discussion (F/A), discussion/reaction posts (F/A), Canvas journals (F), Padlet postings (F), group work (F), synthesis writing (S),

	timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)
Required/ Suggested Resources	Since this is a unit wherein students are making curricular connections, students will be allowed to reference all aforementioned texts in prior units. Additionally, students will be selecting additional texts from the list below to put into conversation with curricular texts: Novel/Novella: Summer Reading Text <i>The Stranger</i> (suggested for Honors) <i>Siddhartha</i> <i>The Road</i> <i>The Bell Jar</i> (suggested for Honors) <i>All Quiet on the Western Front</i> <i>Anthem</i> <i>One Flew Over the Cuckoo's Nest</i> <i>The Autobiography of Malcolm X</i> (suggested for Honors) <i>The Tortilla Curtain</i> <i>Their Eyes Were Watching God</i> <i>Brave New World</i> (suggested for Honors) <i>1984</i> (suggested for Honors) <i>Montana 1948</i> <i>The Body of Christopher Creed</i> <i>Clap When You Land</i> <i>Blood, Water, Paint</i> <i>The Marrow Thieves</i> <i>The Art of Losing</i> <i>If You Could Be Mine</i> <i>If I Was Your Girl</i> <i>Goodbye Days</i> Play: <i>A Raisin in the Sun</i>

Short Story:

"A Good Man is Hard to Find"

"Good Country People"

"The Cask of Amontillado"

"The Chair Carrier"

"The Myth of Sisyphus" (suggested for Honors)

Poetry:

"On His Blindness"

"A Noiseless Patient Spider"

"On a Grecian Urn"

"Archaic Torso of Apollo"

"Sailing to Byzantium"

"Do not go gentle into that good night"

"Let America be America Again"

Non-fiction:

"This is Water"

Audio/Visual

Dead Poets Society

Good Will Hunting

Assignments/Resource Documents

[Syntopia project](#)

Interdisciplinary Connections	VPA1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.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).

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient work - Restate, reread, and clarify	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction - Maintain a consistent routine/schedule - Flexible grouping - Provide student exemplars to communicate	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through brainstorming, semantic webbing, or use of visual

	directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	expectations • Sentence frames/starters • Provide immediate feedback when applicable		aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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WRITING UNITS

Writing Unit 1: Narrative Writing

Unit Description/Overview

*In this unit, students will explore the hero's journey and develop a short story with those guidelines. Students will consider writers' specific choices in regards to plot, characterization, setting, and conflict, plus specific detail, diction and figurative language. At the unit's end, students will construct short stories that incorporate these choices and the hero's journey. ****Option: Complete a narrative essay with Macbeth. Create a short one scene play using dialogue, archetypes, and the hero's journey. Complete this towards the middle of the year to review the hero's journey,*

Approximate time frame: 2-3 weeks

Essential Questions	• What are the various elements of a story? • How does the development of characterization and conflict build the story? • What are the components of the hero's journey, and how can it be implemented in a narrative story? • How does specific detail contribute to the development of voice in a piece of writing? • How do diction and figurative language enhance a story?
Student Learning Objectives	• Understand & apply the elements of story (plot, characterization, setting, & conflict) • Understand & apply the elements of hero's journey in its entirety or with a twist • Strengthen writing and voice with specific detail • Specify diction and figurative language to add detail to writing • Work through the writing process, from drafting to revision to publishing
Standards	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. 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.

Formative and Summative Assessments	<u>Formative:</u> • Free write and prompts for writers' notebooks/journals, • Pair-share conversations and classroom discussion of mentor texts • Padlet responses (Example: When has your independent reading book followed or strayed from the steps of the hero's journey?) • Canvas discussion boards • Storyboards (mentor text analysis and/or planning) • Character interview • Narrative planning <u>Summative:</u> • One Narrative Story ○ 500-750 words/2-3 pages ○ Develop an original story featuring three archetypes. Use some or all of the elements of the hero's journey.
Required/ Suggested Resources	Various mentor texts listed under the grade 10 reading curriculum "What Makes a Hero?" by Matthew Winkler (TEDed video) Archetype Sheet "A Character-Creating Exercise That Will Make Your Story Stand Out" from the NaNoWriMo blog "One-Sentence Exercise for Character Development" from the NaNoWriMo blog NaNoWriMo's Young Novelist's Workbook PDF: • Creating Interesting Characters, P. 13 - 17 • Building Conflict, P. 18 - 21 • Exploring Your Setting, P. 33 - 39 • Writing Great Dialogue, P. 40 - 47 • Details, Details, Details, P. 61 - 69 • Lists, Lists, and Lists of Lists, P. 79 - 82

	Universal Narrative Story Starter (slide) <i>59 Reasons to Write</i> by Kate Messner • Lesson 11: World Building by Mike Jung • Lesson 12: Futuristic World-Building Worksheet by Kate Messner • Lesson 16: Studying a Character's Family by Laura Wynkoop • Lesson 18: Getting Specific by Katy Duffield • Lesson 21: What is Your Character's Knot? By Kate Messner • Lesson 25: Setting a Mood by Jenny Meyerhoff • Lesson 32: Smells and Sounds by Lisa Schroeder • Lesson 36: Cornering Your Characters by Shutta Crum
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Interdisciplinary Connections	6.1.12.HistoryCA.14.c Determine the influence of multicultural beliefs, products—including art, food, music, and literature—and practices in shaping contemporary American culture. VPA1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress. VPA1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. VPA1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 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).

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners Using images and other visual
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	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable	• Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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	- arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable			
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Writing Unit 2: Expository Writing

Unit Description/Overview

In this unit, students examine the main idea in expository texts, considering how audience and occasion lend to the rhetorical situation. Students also evaluate how speakers establish ethos and convey their identities. Students then execute paragraph writing in which they consider multiple perspectives and lenses while employing various studied skills and concepts.

Approximate time frame: 3-4 weeks

Essential Questions	• How does an author determine the main idea in an expository text? • How does an audience or occasion matter in the writing process for an author/speaker? • How does an author establish his/her ethos? • What language and style (rhetorical choices) impact a text? • How do expository strategies/patterns of development aid in conveying the author's identity?
Student Learning Objectives	• Recall, identify, and consider voice, tone, audience, occasion, subject, and purpose from multiple perspectives and lenses • Use a diversified diction, sentence type, & punctuation in order to illustrate a personalized voice as a writer • Understand and execute paragraphs using appropriate and varied transitions • Teach the concept of domain-specific vocabulary that relates to a specific audience of readers • Implement APA citations and formatting

Standards	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.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.
Formative and Summative Assessments	<u>Formative:</u> Freewrites asking students to reflect on their reading identity Genre graph completion Goodreads/Storygraph tracking of reading habits Reflection writing Full-class discussions Canvas discussion boards Exit slips

	Different types of readers <u>Summative:</u> Reader Identity Essay 500-750 words/2-3 pages
Required/ Suggested Resources	<i>Beyond Literary Analysis</i> by Allison Marchetti and Rebekah O'Dell

Interdisciplinary Connections	6.1.12.HistorySE.14.b Use a variety of sources from diverse perspectives to analyze the social, economic, and political contributions of marginalized and underrepresented groups and/or individuals. Multiple texts, source evaluation, author perspective, synthesis 6.1.12.HistoryCA.14.c Determine the influence of multicultural beliefs, products—including art, food, music, and literature—and practices in shaping contemporary American culture.
Career Readiness, Life Literacies, and Key Skills	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Writing Unit 3: Argumentative Writing

Unit Description/Overview

In this unit, students analyze the rhetorical situations of texts, considering how a speaker appeals to his or her audience to enhance the given argument. Using the various elements of argument, students will employ strategies they've explored to construct their own thesis-driven essays.

Approximate time frame: 3-4 weeks

Essential Questions	• How does argument affect the efficacy of a text? • How can the reader analyze the speaker, occasion, audience, purpose, and subject of a text to better understand the exigence? • How can the reader use the tone of the author to better understand their purpose? • What is the best way to use visual texts to establish arguments? • What are the ways in which the author can use rhetorical appeals? • What rhetorical appeals affect a specific audience's receptivity to a text?
Student Learning Objectives	• Use the essential elements of argument (rhetorical situation, claim, counterargument, evidence, rhetorical appeals, style, and visual arguments) to convey a nuanced exigence • Identify and compare the speaker, occasion, audience, purpose, and subject of multiple texts • Consider how and why style (namely diction, syntax, imagery, and figurative language) reach different audiences • Recognize the presence and purpose of visual arguments • Construct a thesis driven argument using the Three Story with Skylight to write more elevated, nuanced thesis statements • Construct a thesis driven essay using: 1. clear and central claims 2. supporting sub-claims 3. reasoning and evidence 4. a counterargument
Standards	W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

	A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented. W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Formative and Summative Assessments	<u>Formative:</u> SOAPS Use Flash Fiction as an intro to argument (useful for replacement or CP) Single Story Ted Talk Claim Analysis <u>Summative:</u> Single Story Argument Essay/Visual Argument -Tips: Offer your students various organizational structures to explore their own single story in argument format: cause/effect, problem/solution, compare/contrast. The argument element becomes how or why the individual's single story is untrue or incomplete. Catcher Single Story Essay **Rec for Honors This argument essay can and should be a vehicle for students to examine a facet of their reading of <i>Catcher in the Rye</i>, <i>In the</i>

	<i>Wild Light, Macbeth, Their Eyes Were Watching God.</i>
Required/ Suggested Resources	Thesis statement handout The Danger of a Single Story TED Talk Developing and Supporting Argument IXL Practice Claim and Counterclaim Creation and Organization

Interdisciplinary Connections	6.1.12.HistorySE.14.b Use a variety of sources from diverse perspectives to analyze the social, economic, and political contributions of marginalized and underrepresented groups and/or individuals. 6.1.12.HistoryCA.14.c Determine the influence of multicultural beliefs, products—including art, food, music, and literature—and practices in shaping contemporary American culture. 6.1.12.HistoryUP.11.b Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
Career Readiness, Life Literacies, and Key Skills	9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.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). 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Modification s	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	Teacher modeling of	Provide opportunities for	Provide opportunities for	Using images and other visual aids to support

	skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement	repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable	project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly
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	• Maintain a consistent routine/schedule • Provide immediate feedback when applicable			and delivered in both written and oral forms
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Writing Unit 4: Digital Writing and Research Skills

Unit Description/Overview

In this unit, students learn how to write for a digital format and a variety of audiences . Students will listen to and analyze podcasts, mine their own interests, and develop a podcast that brings this all together. School librarians will push into classrooms to show students how to conduct searches, use databases, and determine the credibility of sources.

Approximate time frame: 1 month

Essential Questions	• How can a writer use the podcast format to communicate a message and share/publish their ideas? • How does the audience impact the choice that a writer makes? • How does a writer modify their work to go from the written form to a podcast?
Student Learning Objectives	• Identify an area of interest, whether it is connected to classroom reading or research, and explore it in a scripted podcast format. • Complete additional research to support the topic of exploration. • Implement essay components, such as hook openings and cited research, in the podcast script, while shaping the work into a digitized format. • Reflect on how the intended audience affects choices for content and delivery. • Adapt script from a document to a recording
Standards	Writing

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

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

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

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

	W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences Speaking and Listening 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.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.
Formative and Summative Assessments	<u>Formative:</u> Podcast research and analysis Exploration of ideas in the writer’s notebook/journal Topic-based discussions with peers <u>Summative:</u> A podcast script and a recording of a 3 - 5 minute podcast Suggested topics: - Student’s choice for research - Independent reading - Post-assessment for book club

	<u>Resources for Podcast Lessons:</u> NYT Podcast Unit Tiny podcast unit (Source: Betsy from The Spark Creative Teacher) Both of these units involve listening to mentor texts in the genre and analyzing them prior to producing a podcast
Required/ Suggested Resources	Podcasts for independent exploration: Song Exploder Stuff You Should Know Hidden Brain Planet Money The Students' Podcast NYT Podcast Unit "How to write podcast scripts: Tips and templates to structure your episodes" by Anchor "The Art of the Interview" NPR
Interdisciplinary Connections	HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. VPA12adv.Cr1a: Visualize and generate art and design that can affect social change.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.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). 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient work - Restate, reread, and clarify directions/questions - Provide opportunities for students to discuss topics with peers (Think-Pair-Share,	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction - Maintain a consistent routine/schedule - Flexible grouping - Provide student exemplars to communicate expectations - Sentence frames/starters - Provide immediate feedback when applicable	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through brainstorming, semantic webbing, or use of visual aids - Simplifying language for presentation by using speech that is

	Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback			appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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SPEAKING & LISTENING

Speaking and Listening Grade 10

Unit Description/Overview

The purpose of this unit is to review and expand upon speaking, listening, and presenting skills introduced in grade nine. Through a variety of speaking and listening focused contexts, students will further their understanding of the components that create efficacy in speaking, presenting, slide design, and active-listening. In this unit, students will be introduced to determining the credibility of sources and to the inclusion of multimedia in their presentations. The intention is for the exploration of and attention to these skills not only during this unit but also throughout the entire course.

Approximate time frame: Approximately 1-2 weeks AND throughout the year/paired with Reading and/or Writing Units

Essential Questions

- How can we engage our audience while speaking, and how can we practice active listening?
- What are appropriate conversational skills, how are they employed, and how do they enhance discourse?
- How do we create open-ended questions that encourage discussion?
- How do we design slides effectively?

	• How do we determine the credibility of a source? • Why should we use digital media in presentations? • Why and how do we integrate multiple sources and formats of information?
Student Learning Objectives	• Review and practice grade-level appropriate speaking skills (i.e. eye contact, body language/posture, voice projection, and enunciation) • Review and practice active listening skills (i.e. eye contact, body language/posture, and note-taking) • Review and employ appropriate conversations skills (i.e. prepare for academic conversations, propel conversations forward, and respond to others' statements and perspectives thoughtfully) • Create grade-level appropriate open-ended questions • Design slides with minimal text, large images, use of negative space, coordinating colors, and correct citations • Determine the accuracy and credibility of a speaker and/or source • Integrate multiple credible sources into conversations • Incorporate multiple sources and digital media formats in presentations
Standards	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.
Formative and Summative Assessments	<u>Formative:</u> Minimum of two Socratic Seminars/Harkness Model Discussions • Students read/review the associated text(s) beforehand • Student read outside scholarly resources beforehand • Students create their own open-ended questions ◦ Questions must include those based on outside scholarly resources Minimum of one individual presentation • Students should design a minimum of one slide each • Students should include a minimum of one multimedia element • <i>Suggested topics:</i> • Book talks • Grammar Presentations Listening Activity • During presentations, students in the audience should “Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.” Suggested Activities throughout the year (to pair with reading and writing units): • Small-group presentations • Round-table discussions • Jigsaws

	• Share-outs • (Impromptu) speeches • Book talks • Grammar presentations <u>Summative:</u> Socratic Seminar + Questions/Harness Model Discussion OR Book Talk CULMINATING GRADED TASK: 3-5 minute individual presentation on archetype(s) (three slide minimum) • Students must “integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally)” • Students must “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” <i>Suggested topics:</i> • Hero’s Journey (personal or in literature) • Archetype(s) in books read during the year • Archetype(s) in film/TV/music of choice • Archetype(s) that relate(s) to oneself Listening Activity • During presentations, students in the audience should “Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.”
Required/ Suggested Resources	How to Conduct a Socratic Seminar (via <i>Facing History and Ourselves</i>) How to Conduct a Harkness Model Discussion /Resources Evaluating the Credibility of Sources (via Columbia University)

	Evaluating Online Sources via (Columbia University) <i>The Naked Presenter</i> by Garr Reynolds Presentation Zen
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GRAMMAR & LANGUAGE

Unit Description/Overview: The purpose of this unit is to familiarize students with grade-appropriate grammar skills to use in their writing and speaking. They will gain an understanding of the components of the English language that improve communication. Time frame: Ongoing, entire school year.	
Essential Questions	• How can understanding grammar and punctuation rules make writing and speaking more effective? • How can an expanded vocabulary improve interpersonal and professional communication?
Student Learning Objectives	• Students will apply appropriate punctuation and grammar rules, such as subject-verb agreement, pronoun-subject agreement, dangling and misplaced modifiers, parallel structure, prepositional phrases, comma review, semicolons and colons in their writing to ensure clarity and correctness. • Students will understand grade-level vocabulary in context to enhance their writing and speaking skills.

Standards	Grade 10 Grammar Standards Language Domain L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Use parallel structure. Identify sentences with parallel structure 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. Is it a phrase or a clause? Identify prepositional phrases Identify appositive and appositive phrases Identify dependent and independent clauses Is the sentence simple, compound, complex, or compound-complex? Combine sentences using relative clauses C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (Review) Use semicolons and commas to separate clauses D. Use a colon to introduce a list or quotation. Use semicolons, colons, and commas with lists
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E. Recognize spelling conventions.

[Correct errors with commonly misspelled words](#)

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.

[Choose the word whose connotation and denotation best match the sentence](#)

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

[Use words accurately and precisely](#)

[Replace words using a thesaurus](#)

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

[Explore words with new or contested usages](#)

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.

[Determine the meaning of words using synonyms in context](#)

[Determine the meaning of words using antonyms in context](#)

[Use context to identify the meaning of a word](#)

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

[Use etymologies to determine the meanings of words](#)

- 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).

[Analyze the effects of figures of speech on meaning and tone](#)

- 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.

[Use dictionary entries](#)

[Use dictionary definitions](#)

[Use dictionary entries to determine correct usage](#)

[Use thesaurus entries](#)

- 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).

[Use content as a clue to the meanings of foreign expressions](#)

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.

[Classify figures of speech: euphemism, hyperbole, oxymoron, paradox](#)

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

	Use etymologies to determine the meanings of words 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). Which text is most formal? Compare passages for subjective and objective tone Identify audience and purpose Compare passages for tone Analyze the effects of figures of speech on meaning and tone
Formative and Summative Assessments	Suggested Activities (as needed): • Teacher-led mini-lessons • Student-led mini-lessons • Pre-test/post-tests • Sample sentence corrections • Review & corrections of student writing • IXL practice • IXL quizzes • Padlet posting • Group work • Membean training • Membean quizzes <u>Formative:</u> Students will be given a pre-assessment at the beginning of the year. <u>Summative:</u> Monthly quizzes to assess each skill, skill assessment in essay writing, post-assessment in May.