Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: English
Course: English 2
Grade: 10

Course Overview

By constructing meaning from texts that address the paradoxes of the human condition, justice and the frameworks of morality, prejudice as it exists across racial and cultural boundaries, cultural definitions of heroism, and the dimensions of love in human relationships, students will learn to appreciate the richness and power of language. The use of writing as a mode of thinking will develop the language skills students need to pursue their goals. Active listening and speaking will enable students to participate fully as informed, productive members of society. Students will become discriminating viewers by identifying and analyzing the language of visual media, enabling them to become discerning thinkers and communicators. Students will develop an awareness of the diversity of mankind as represented in multicultural and global literature, formulate and present an idea clearly and logically through writing, speaking and other forms of media, and understand and pursue research and study skills.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the New Jersey Student Learning Standards,

Content Area 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.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

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

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

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

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

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

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.

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.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).

RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
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.
RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
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.

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

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

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

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

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.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.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 Domain

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

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

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

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Interdisciplinary Standards:

Social Studies Standards:
6.2.12.HistoryCC.4.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people.
6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities.
6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics, and society.
6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy.
6.1.12.CivicsHR.14.a: Examine how power and responsibility are distributed, shared, and limited in the United States Constitution and how this affects daily life during times of crisis.
6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality.
6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
6.3.12.CivicsPD.1: Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate stakeholders.

Career Readiness, Life Literacies and Key Skills Standards:

Career Ready Practices
CRP 1. Act as a responsible and contributing citizen and employee.
CRP 2. Apply appropriate academic and technical skills.
CRP 3. Attend to personal health and financial well-being.
CRP 4. Communicate clearly and effectively and with reason.
CRP 5. Consider the environmental, social and economic impacts of decisions.
CRP 6. Demonstrate creativity and innovation.
CRP 7. Employ valid and reliable research strategies.
CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP 9. Model integrity, ethical leadership and effective management.
CRP 10. Plan education and career paths aligned to personal goals.
CRP 11. Use technology to enhance productivity.

CRP 12. Work productively in teams while using cultural global competence.

Computer Science and Design Thinking Standards:

New Jersey Curriculum Mandates:

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- Diversity and Inclusion (Grades K - 12)
- Holocaust & Genocide Education (Grades K - 12)
- Amistad Act (Grades K - 12)
- Climate Change Education (Grades K - 12)
- Asian Americans and Pacific Islanders (Grades K - 12)
- History and Contributions of Individuals with Disabilities and LGBTQ persons (Grades 6 - 12 Only)

Learning Objectives

Through a variety of experiences with language, students:

- Understand that effective writers and speakers know their audience and use language that is well suited to the occasion and purpose.
- Understand that carefully managed diction and use of vocabulary can greatly affect the clarity and persuasiveness of a writer or speaker's message.
- Understand that writers and speakers can create complex meaning, both literal and figurative, by being sensitive to the connotative and denotative meaning of the language they use.
- Effectively use standard written English rules of grammar, syntax, and spelling to establish personal voice and style and to convey precise meaning.
- Effectively use varied sentence structure to convey tone, increase complexity of thought, and engage different audiences.
- Use reference tools to build understandings of how change in language and syntax over time reflects societal patterns.
- Interpret and be able to make inferences about word choice to make claims about broader meanings.
- Grapple with and understand unfamiliar words using context clues.
- Understand and use literary terms and devices to close read texts.

Through a variety of reading experiences, students:

- Understand that analytic reading involves distinguishing structural relationships, recognizing organizational patterns, and identifying literary devices in order to critically evaluate the author's purpose.
- Understand that the language of literary texts can be applied to other content materials (e.g. art media, film, etc.).
- Understand that all available written material should be critically evaluated for credibility and suitability of purpose.
- Identify and compare common elements and relationships between different forms of literary texts.
- Analyze the context and influence of a work on the time period, culture, and literary movement in which it was written, as well as its impact on society and its members.
- Read and select works to support a research topic.

Through a variety of writing experiences, students:

- Understand that frequent and organized progression through the stages of composition, including evaluation and reflection, leads to effective written communication.
- Understand that the use of technological tools can promote and enhance effective writing.
- Understand that providing a variety of supportive sources involves evaluating them for credibility, organizing the most effective arguments, and accurately recording information.
- Understand that most effective written communication incorporates the rules and conventions of the English language to enhance the message.
- Understand that the choice of a specific writing style and structure will more effectively communicate the message.
- Develop and employ different writing structures and formats in a clear and concise style through both creative and academic writing.
- Develop research skills through the selection and evaluation of sources.
- Improve peer and self-editing and revision strategies.

Through a variety of speaking and listening experiences, students:

- Understand that participation in discussions necessitates offering support for ideas.
- Understand that written texts provide significant information to support or refute positions in a variety of speaking situations.
- Understand that word choice plays an important role in effective oral communication.
- Understand that practicing elements of effective public speaking prepare one to engage in oral communication in a variety of settings.
- Understand that technology provides different perspectives and messages that require evaluation.
- Understand that analytic viewing involves recognizing the purpose and identifying the bias.
- Understand that cultural circumstances influence the media.
- Recognize and communicate multiple perspectives and positions in discussions and presentations.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit: Drama (4 Weeks)

- How do stage/film directors and actors translate traditional literary techniques into visual techniques?
- How does an event or related set of events cause, develop, or resolve a conflict?
- Which details from the text indicate the identity of the narrator or speaker?
- Where does the text make a direct or subtle reference to a person, place, object, event, literary work, or idea that is culturally, historically, and/or literarily consequential?
- How do you develop commentary that conveys your complex argument about an interpretation of literature?
- In what contexts can students speak by creating, interpreting, performing, and presenting?

Unit: Literary Fiction (4 Weeks)

- What is the relationship between the aspects (e.g., location, time of day, time period, geography) of a setting and a character?
- To what degree does the text convey empathy for those characters who change or for those who remain unchanged?
- To what degree does a plot's ordering of events reflect a chronological sequence?
- Which plot events seem to break an established chronological sequence, and where does one event fit into the chronology of other events?
- How do you write a thesis statement that clearly articulates a claim about an interpretation

of literature?
- How does the writer arrange sentences in a text to emphasize ideas?
- How does the writer use punctuation and text features to achieve a purpose and/or create an effect (e.g., clarify, organize, emphasize, indicate purpose, supplement information, contribute to a tone)?

Unit: Nonfiction (4 Weeks)
- What is the writer's purpose for developing this text?
- Who or what is the writer, audience, message, purpose, and context that comprise this rhetorical situation?
- How do you analyze a text to develop a defensible claim about that text?
- Is the writer's thesis explicitly stated in the argument, or is it implicit?
- What is the function (e.g., to illustrate, to clarify, to set a mood, to provide an example, to associate, to amplify or qualify a point) of particular evidence in the writer's argument, and how do they convey that function?
- What premise does the writer explicitly communicate, and how does the premise fit into a logical progression of ideas that justifies the thesis?
- How does the writer use repetition, synonyms, pronoun references, or parallel structure to indicate or develop a relationship between elements of a text?
- How do you revise an argument's grammar and mechanics so that they follow established conventions of language to ensure clear communication of ideas?

Unit: Poetry (4 Weeks)
- Which words contribute to the sensory details in an image?
- How can an object, action, or event represent multiple ideas or concepts?
- How does a comparison through a simile contribute to meaning in the text?
- How might you evaluate your reasoning to avoid flaws that might negatively affect an audience's acceptance of your argument?
- Which literal objects, images, and events in a text convey figurative meaning through representations and associations?

Unit: Book Circles (4 Weeks)
- How is a character described physically, emotionally, and/or psychologically?
- Which aspects of a character's background contribute to how the character perceives his or her world?
- What is the relationship of a section of a text to other sections of the text?
- How might a third-person point of view narrator or speaker be more reliable than a first-person point of view narrator or speaker?
- What strategies can readers use to decipher the meaning of unfamiliar terms?

Unit: Short Fiction (4 Weeks)
- In what ways does an author's choice of literary form reinforce the author's message?
- Which symbol in a text is present in other texts, and how is the symbol's meaning(s) in this text similar to or different from its meaning(s) in other texts?
- How does the writer organize ideas when using a particular method of development?
- Why and how do we write narratives?
- Besides literal language, how can authors use figurative language to convey meaning?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students. During independent reading activities, students may utilize books

from the school library and ones brought from home. Teachers will utilize a wide variety of print, audio and visual texts throughout the year. Below is a list of frequently used materials:

Whole-Class / Book Circle Texts (Fiction/Drama):
Things Fall Apart - Achebe
The Inferno - Alighieri
Beowulf - Anonymous
The House on Mango Street - Cisneros
Great Expectations - Dickens
A Christmas Carol - Dickens
Sherlock Holmes Stories - Doyle
To Kill a Mockingbird - Lee
Lord of the Flies - Golding
A Raisin in the Sun - Hansberry
A Doll's House - Ibsen
Inherit the Wind - Lawrence and Lee
Nectar in a Sieve - Markandaya
The Stories of Edgar Allan Poe - Poe
Cyrano de Bergerac - Rostand
Richard III - Shakespeare
Romeo and Juliet - Shakespeare
Sonnets - Shakespeare
The Age of Miracles - Walker
The Book Thief - Zusak

Whole-Class / Book Circle Texts (Non-Fiction):
Zeitoun - Eggers
Farewell to Manzanar - Houston
Survival in Auschwitz - Levi
The Color of Water - McBride
Living Up the Street - Soto
Born on a Blue Day - Tammet

Alternative Selections & Supplemental Texts:
The Heath Introduction to Poetry
Braided Lives

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Journal writing
- Small Group Discussions
- Book Club Discussions
- Passage close-reading / annotations
- Passage Analysis
- Socratic Seminar
- Quizzes

Summative:

- Expository / Analytical essay
- Argumentative Essay
- Narrative essay
- Synthesis of Research
- Formal presentation
- End-of-Book / Unit Test

Benchmark:

- Vocabulary Quizzes
- Grammar, Mechanics and Usage Quizzes
- Reading comprehension / Critical Reading Quiz
- Short passage analysis / expository essay
- Short argumentative essay

Alternative:

- Presentation
- Speech
- Performance
- Visual or Digital Media Project

Suggested Strategies for Modification & Differentiation

Modifications Chart