



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

## Grade 10 English Curriculum

Course Title:	English 10
---------------	------------

Grade Level(s):	10
-----------------	----

Duration:	Full Year:	X	Semester:	Marking Period:
Course Description:	<p>The English Department of Washington Township High School strives to equip students with critical skills to lead literate lives and communicate effectively as engaged citizens in our ever-evolving society. The New Jersey Student Learning Standards for English Language Arts form the foundation by which we create and implement our instructional goals and objectives for learning. English 10 utilizes a Reading/Writing Workshop approach. Students will engage in a variety of 21<sup>st</sup> century learning experiences as they work towards mastering skills as readers, writers, speakers, and listeners. In addition to course instructional texts, independent reading selections offer students choice while building stamina, personal knowledge, and confidence to become enthusiastic lifelong readers.</p> <p><b>Honors English 10</b> is an <i>intense, progressive</i> course for the self-motivated student who displays a high aptitude in English. This course requires students to read, write, and think critically through the study of universal themes in American literature, nonfiction texts, and related media. Selected reading will be explored through a thematic lens that includes a study of the historical and social context of the literature. There will also be an emphasis on students' continued development as independent readers. In addition, students will study both academic and contextual vocabulary with a focus on independent acquisition. Students will be expected to write in a variety of modes (narrative, argumentative/research, literary analysis, expository, etc.). Various forms of assessments will be utilized to measure student's academic growth and mastery of grade level skills.</p> <p><i>*Honors English 10 is designed to be rigorous in terms of pacing and expectations and requires considerable independent, out-of-class preparation for class activities.</i></p> <p><b>CP English 10</b> is a course that encourages and supports students to read, write, and think critically through the study of universal themes in American literature, nonfiction texts, and related media. Selected reading will be explored through a thematic lens that includes a study of the historical and social context of the literature. There will also be an emphasis on students' continued development as independent readers. In addition, students will study both academic and contextual vocabulary with a focus on independent acquisition. Students will be expected to write in a variety of modes (narrative,</p>			

	argumentative/research, literary analysis, expository, etc.). Various forms of assessments will be utilized to measure student's academic growth and mastery of grade level skills.
<b>Grading Procedures:</b>	<ul style="list-style-type: none"> <li>• <b>Major– 50%:</b> Summative Assessments, Projects, Published Writing, Vocabulary Unit Assessments, Independent Reading</li> <li>• <b>Minor– 35%:</b> Quizzes, Process Writing/Writing in Stages, Independent Reading, Student Self Reflections, Classwork</li> <li>• <b>Supportive – 15%:</b> Power Standards Practice Activities, Conferences, Collaborative Work, Quick Writes, Journal Entries, Reader Response Journals, Independent Reading</li> </ul>
<b>Primary Resources:</b>	High School English Department Framework and Guidelines Secondary ELA Grammar Guide Core Texts by Unit-links included Supplementary Pieces by Unit <a href="#">StudySync McGraw-Hill Education</a> <a href="#">NewsELA</a> <a href="#">NJ Student Learning Standards</a> <a href="#">BetterLesson</a> <a href="#">CommonLit</a> <a href="#">Read Write Think</a>

## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
  - Adapting and using age-appropriate authentic materials
  - Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

<b>Designed by:</b>	JoAnn Haines – College Prep and Honors Ashley Pierson – College Prep and Honors Deb Salvatore – College Prep  *Revised by: Candace Mroz (Summer 2024)
<b>Under the Direction of:</b>	Melissa Barnett, Department Supervisor

**Written:** July 2018 **Revised:** Summer 2020/Summer 2021/ Summer 2024

**BOE Approval:** \_\_\_\_\_

## Unit Title: Launch Unit

*Writing Focus: Modes of Writing, Revision*

**Unit Description:** Effective writers and perceptive readers establish habits for reading, writing, revision, and collaboration. This unit reintroduces students to the various assignments, technology platforms, and the behavioral norms of English 10 thereby establishing clear expectations and enabling students to form necessary habits. There is a focus on reintroducing the most important grammar skills necessary for success.

**Unit Duration: 2-3 Weeks (approximate)**

### Desired Results

**Standard(s):** This curriculum follows the New Jersey Student Learning Standards for English Language Arts, Grades 9-10.

**Note to teachers:** The most essential standards that provide the biggest leverage for student learning have been hand selected. These are referred to as “Power Standards” and should serve as your primary focus for crafting lessons, learning activities, and summative assessments.

	Power Standards	Secondary Standards
<a href="#">Writing</a>	W.WP.10.4; W.AW.10.5	
<a href="#">Speaking and Listening</a>	SL.PE.10.1; SL.II.10.2	
<a href="#">Language</a>	L.SS.10.1; L.VL.10.3	

### Learning Targets:

**Students will** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Students will** develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**Students will** use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Students will** 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.

**Students will** 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.

**Students will** demonstrate command of the conventions of standard English grammar and usage 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.

**Students will** determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies

**Enduring Understandings:**

*Students will understand...*

- ...how to communicate effectively with peers and teachers in-person and across technology platforms.
- ...how to collaborate on writing, discussion, and other class-based activities in an in-person learning environment as well as through various digital platforms.
- ...how to meet the expectations of English 10.

**Essential Questions:**

- How do I communicate effectively to my teachers and my peers?
- How do I collaborate on work across the various platforms we use in English 10?
- How do I use my knowledge of grammar to improve my writing?
- How can I strengthen my use of vocabulary and integrate it into my writing?

**Assessment Evidence**

**Performance Tasks:**

- Short, chunked summative assessments to measure Power Standards
- Analytical Writing Pre-Assessment
- Grammar Diagnostic
- Vocabulary pre-assessment
- Conference with teachers (summer reading and IR)

**Other Evidence:**

- Formative checks for understanding
- Supportive Assignments
- Conferencing
- Student Self Reflections

**Benchmarks:**

Student portfolios will be used as a measure of progress towards mastery of grade-level standards. Portfolios can include summative writing assignment, short-answer analyses, journal entries, etc.

iReady will also be administered during the launch unit as a baseline measure of grade level proficiency.

**Learning Plan**

**Learning Activities:**

(The following are suggested activities in support of unit learning targets. Other activities in support of unit learning targets are possible.)

- Unit of Introduction: Essential Questions, Skills and Standards
  - o Sample Activity: Present the [Schoology FAQ](#) and have students conduct a scavenger hunt/and or work through stations in small groups to gather information about WTHS policies and individual classroom/course expectations/guidelines.
  - o Back to School [Survey](#)
  - o [Icebreakers](#)
  - o Sample Activity: Present guidelines and conduct facilitated discussion (or video conference) using [Digital Etiquette](#).
- Writing
  - o Sample Activity: Conduct assessment and revise based on comments using [Analytical Writing Pre-Assessment](#).
  - o Sample Activity: Review conventions and have students send a sample email using [How to Write an Email](#).
  - o Sample Activity: Assign [Newsela Grade 10 Reading Skills Check](#) and have students complete the writing activities associated with the articles in the text set.
- Speaking and Listening
  - o Sample Activity: Students work in small groups to do coffee talk “chats” about Summer Reading and/or IR books
  - o Sample Activity: Students share their SR assignment (Beautiful words) in small groups
  - o Sample Activity: Students conference with teachers one-on-one to share something about their reading identity

- Language
  - o Sample Activity: Administer grammar diagnostic from NoRedInk
  - o [Sample Activity: Review basic grammar skills for 10<sup>th</sup> grade using the Grammar Unit in StudySync \(see: Toolbox for Student and Teacher Editions\)](#)
  - o [Sample Skill Mini-Lesson: Review diagramming sentences using Grammar Revolution Grammar Revolution](#)
- Sample Skill Mini-Lesson: Compose a sample email to the principal, peer-edit another student's email, revise based on comments.
- Sample Introductory Mini-Lesson: Compose a "Get to Know Me" video modeled after teacher submission offering favorite Independent Reading texts, interests, lessons learned from previous year and hopes for this academic year.
- Sample Introductory Mini-Lesson: Catlin Tucker – [Introduction to Station Rotations Blog with Links](#)

## Instructional Resources:

See [Toolbox of Digital Resources](#)

## Sample Clarity Statements (What? Why? How?)

**What?** Communicating effectively in different contexts (e.g., in-person versus email).

**Why?** One, to demonstrate and encourage respect from others. Two, each mode of communication – email, text, in-person conference – has different requirements to be effective, and effective communication is the only way to be heard and understood.

**How?** Practice composing an email, collaborating on a document, and revising your writing.

**What?** Collaborating with your peers (and your teacher) on a piece of writing.

**Why?** Others can see things in our writing that we often miss. By collaborating, we improve our writing more than if we work alone.

**How?** Creating, sharing, and commenting on a Microsoft Word Document using OneDrive.

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Greater complexity in writing tasks, extra help provided only upon request.
<b>Struggling Learners</b>	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, modification of material, IEP/504/IRT requirements, additional teacher assistance.
<b>English Language Learners</b>	Sheltered English Instruction, additional teacher assistance.
<b>Special Needs Learners</b>	Behavioral management plan, assistive technology, large print, printed notes, additional time for assignments, small group instruction, IEP/504/IRT requirements, additional teacher assistance

## Interdisciplinary Connections

### Indicators:

Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

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.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

#### *Creativity and Innovation*

Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts. \* Develop, implement and communicate new ideas to others effectively.

#### *Social and Cross-Cultural Skills.*

Conduct themselves in a respectable, professional manner.

Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

#### *Productivity and Accountability*

Set and meet goals, even in the face of obstacles and competing pressures.

Prioritize, plan and manage work to achieve the intended result.

Demonstrate additional attributes associated with producing high quality products including the abilities to: work positively and ethically.

Manage time and projects effectively.

Participate actively, as well as be reliable and punctual.

Present oneself professionally and with proper etiquette.

Collaborate and cooperate effectively with teams.

Respect and appreciate team diversity.

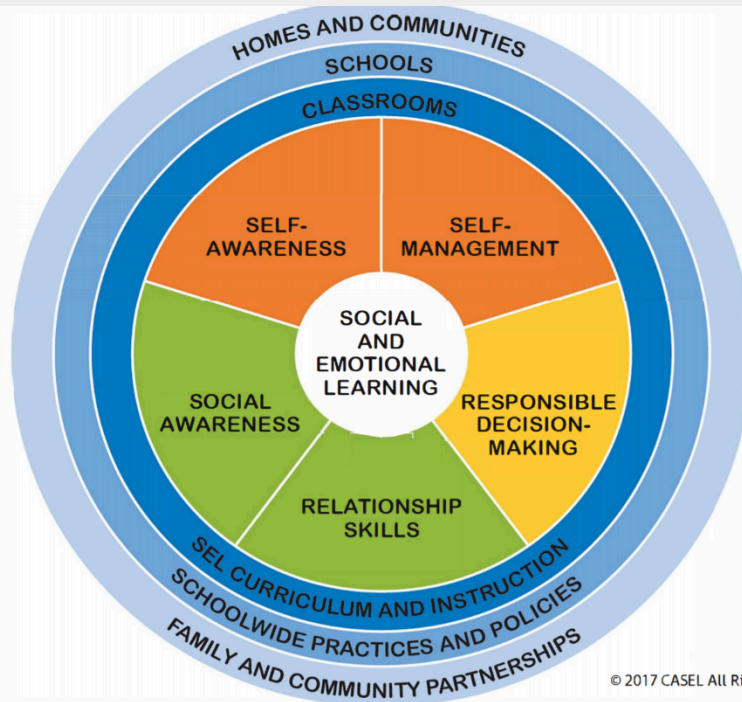
Be accountable for results.



# Integration of SEL Competencies

CASEL's Framework:

<https://casel.org/what-is-sel/>



© 2017 CASEL All Rights Reserved

## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK



© 2017 CASEL All Rights Reserved

# Unit 1 American Dreams and Nightmares

## Writing Mode Focus: Narrative/Expository

**Vocabulary:** ongoing through reading and writing independent activities; use of activities/assessments

**Independent Reading:** ongoing student choice reading monitored using peer discussions and teacher/student conferences

**Grammar Instruction:** ongoing through mini-lessons and practical application in student writing; teachers should utilize the following resources:

- [Secondary ELA Grammar Guide](#)
- [StudySync 10th Grade Grammar Language and Composition](#) (Student Edition)
- [StudySync 10<sup>th</sup> Grade Grammar and Composition](#) (Teacher Edition)
- [Ten Basic Diagramming Patterns](#)

**Core Texts:** (at least one of the following)

**Note to Teachers:** Hyperlinks take you to the full text; Grade 10 folder-resources, lesson plans, and links

- [Go Tell It on a Mountain](#)—James Baldwin \*Honors suggested (*StudySync* McGraw-Hill Education-excerpt)
- [Invisible Man](#)—Ralph Ellison \*Honors suggested (*StudySync* McGraw-Hill Education-excerpt)
- [The Jungle](#)--Upton Sinclair (*StudySync* McGraw-Hill Education-excerpt)
- [Narrative of the Life of Frederick Douglass](#) – Frederick Douglass (*StudySync* McGraw-Hill Education-novel study)
- [A Raisin in the Sun](#) by Lorraine Hansberry (*StudySync* McGraw-Hill Education-excerpt)
- *Adventures of Huckleberry Finn* by Mark Twain (*StudySync* McGraw-Hill Education-novel study) (Suggested Honors 10 text)
- *Ethan Frome* by Edith Wharton (*StudySync* McGraw-Hill Education-full text)

**Supplemental Pieces:** (to be used as needed to support unit goals)

**Core Texts Note:** suggested pairings (several pieces pair with 2 or more Core Texts); multiple pieces offer student choice

### [Go Tell It on a Mountain](#)

- ["The Harlem Renaissance"](#)-CommonLit
- ["Harlem Renaissance"](#)-CommonLit, media
- "Father and Son" Cat Stevens [Lyrics](#)
- ["Father and Son"](#) Cat Stevens-music and lyrics

### [Invisible Man](#)

- ["An Introduction to Ralph Ellison"](#)-PBS Learning Media, [Invisible Man Unit](#)
- ["Booker T. Washington vs. W.E.B. Du Bois"](#)-CommonLit
- [Luke Cage-Bio](#)-Marvel Mastercard
- [Luke Cage-season 1 trailer](#); [Marvel-Luke Cage](#) Netflix, episode 1

### [The Jungle](#)

- [Industrial Era- Chicago Stockyards](#) media
- [from-lithuania-to-the-chicago-stockyards](#) Antanas Kaztauskis
- ["Remembering Triangle Shirtwaist Factory Fire"](#)-YouTube
- *from A Tree Grows in Brooklyn*- Betty Smith (*StudySync* McGraw-Hill Education-excerpt)

### [Narrative of the Life of Frederick Douglass](#)

- *from* Narrative of the Life of Ada Lee, an American Farm Girl-historical fiction (*StudySync* McGraw-Hill Education-excerpt)



- ["A Child of Slavery who Taught a Generation"](#) Karen Grigsby Bates-CommonLit
- ["A Defiant Muhammad Ali was Cherished by Black Men"](#)-CommonLit
- ["What to the Slave is the Fourth of July"](#) Frederick Douglass-CommonLit

### A Raisin in the Sun

- ["Rethinking the American Dream"](#) – David Kamp
- ["The New Colossus"](#) media (song, preview, video)
- ["The New Colossus"](#)- Emma Lazarus-poem
- ["Immigrants in Our Own Land"](#)-Jimmy Santiago Baca- poem
- [PowerPoint](#)
- [Pursuing Dreams: A Raisin in the Sun](#)
- [PBS Learning Activities](#)
- [Background PowerPoint for Discussion](#)
- [Act 1 Character Chart Graphic Organizer](#)
- [Act 2 Character Chart Graphic Organizer](#)
- [Act 3 Character Chart Graphic Organizer](#)
- [Journal Activities](#)

**Additional Supplemental Pieces:** *(to be used as needed to support unit goals)*

### **Large Works:**

- [We Should Hang Out Sometime](#)
- *Call of the Wild* – Jack London (*StudySync* McGraw Hill Education-novel study) (*Suggested CP 10 text*)
- *Something Wicked This Way Comes* – Ray Bradbury

### **Essays, speeches and other documents:**

- ["Declaration of Independence"](#)
- *from The Autobiography of Benjamin Franklin* (*Suggested Honors 10 text*)
- *from This Boy's Life: Memoir* Tobias Wolff (*StudySync* McGraw-Hill Education-excerpt) (*Suggested CP 10 text*)
- *from A Tree Grows in Brooklyn-* Betty Smith (*StudySync* McGraw-Hill Education-excerpt)
- "American Literature and History: American Romanticism (1800-1860) (*StudySync* McGraw-Hill Education
- "D.H. Lawrence on Benjamin Franklin" excerpts (*Suggested CP 10 text*)
- "The Philosophy of Composition" – Edgar Allan Poe (*Suggested Honors 10 text*)
- *Between a Rock and a Hard Place* excerpts – Aaron Ralston
- *From Down These Mean Streets* – Piri Thomas (*StudySync* McGraw-Hill Education excerpt)

### **Articles:**

- ["Why Most People Will Never Achieve the American Dream"](#) – Glenn Llopis
- ["The Pursuit of Happiness—Or the Quest for Wealth?"](#) – Leon F. Seltzer, Ph.D.
- ["Don't Let the Pursuit of Happiness Keep You Down"](#) – Angie LeVan
- ["Human Diversity and American Exceptionalism"](#) – George Davis
- "Just Walk on By..." – Brent Staples
- "Seeing in Beautiful, Precise Pictures" – Temple Grandin (*Suggested CP 10 text*)
- "Ring Leader" – Natalie Kusz (*Suggested Honors 10 text*)

### **Poems:**

- "The Road Not Taken" – Robert Frost (*Suggested CP 10 text*)
- "The Raven" (and other poems)– Edgar Allan Poe (*StudySync* McGraw-Hill Education) (*Suggested CP 10 text*)
- "Captivity" – Louise Erdrich

- Selected poems by Silko (see Better Lessons) (*Suggested Honors 10 text*)
- Selected poems - Fireside Poets
- Selected poems - Anne Bradstreet (*Suggested Honors 10 text*)
- “Making a Fist” – Naomi Shihab Nye (*Suggested Honors 10 text*)
- “Because I could not stop for Death” – “I heard a Fly buzz – when I died” – Emily Dickinson and other poems (*StudySync McGraw Hill Education – full text*)
- “Thanatopsis” – William Cullen Bryant (*Suggested Honors 10 text*)
- “The Tide Rises” – Henry Wadsworth Longfellow (*Suggested CP 10 text*)

### Short Stories:

- “Rip Van Winkle” -Washington Irving (*StudySync McGraw-Hill Education full text*) (*Suggested Honors 10 text*)
- “The Legend of Sleepy Hollow” -Washington Irving (*Suggested CP 10 text*)
- “The Tell-Tale Heart” – Edgar Allan Poe (*StudySync McGraw-Hill Education full text*)
- “The Minister’s Black Veil” – Nathaniel Hawthorne (*Suggested CP 10 text*)
- “Young Goodman Brown” – Nathaniel Hawthorne (*StudySync McGraw Hill Education*) (*Suggested Honors 10 text*)
- “The Birthmark”- Nathaniel Hawthorne (*StudySync McGraw Hill Education*) (*Suggested Honors 10 text*)
- “A Good Man is Hard to Find” – Flannery O’Connor
- “Good Country People” – Flannery O’Connor
- “Where Are You Going, Where Have You Been” – Joyce Carol Oates
- “Lullaby” – Leslie Marmon Silko
- “An Occurrence at Owl Creek Bridge” – Ambrose Bierce (*StudySync McGraw-Hill Education*)
- “A Horseman in the Sky”-Ambrose Bierce (*StudySync McGraw-Hill Education*)
- “The Fall of the House of Usher”-Edgar Allan Poe (*Suggested Honors 10 text*)
- “Captivity” – Louise Erdrich
- “Life on the Mississippi” – Mark Twain
- *from East of Eden* (and other short stories) John Steinbeck (*StudySync McGraw-Hill Education-excerpt*)

### Other related sources:

- *from This Boy’s Life: Memoir* Tobias Wolff (*StudySync McGraw-Hill Education-excerpt*)
- [“Ring Leader”](#) – Natalie Kusz
- *Outliers* excerpts – Malcolm Gladwell (*StudySync McGraw-Hill Education*)
- [“Leaving Identity Issues to Other Folks”](#) – Phyllis Allen
- [from A Soldier’s Play](#)-Charles Fuller ([study guide](#))
- [CommonLit Texts for talking about race](#)
- [CommonLit-text set "How Has America Changed Over Time?"](#)
- [CommonLit-text set "How Do People Create Change"-](#)
- [CommonLit-text set "Why Do People Resist Change"](#)
- Video clip from *The Simpsons*: “The Raven” *Treehouse of Horror*
- Video clip from *The Simpsons*: “The Tell -Tale Heart”
- Clip from *Dateline* or *127 Hours* about Aaron Ralston

**\*GR 10 Toolbox-**

---

**Note to teachers: The most essential standards that provide the biggest leverage for student learning have been hand selected. These are referred to as “Power Standards” and should serve as your primary focus for crafting lessons, learning activities, and summative assessments.**

---

### **Power Standards**

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

**RL.TS.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).

### **Reading Informational Text**

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

**RI.CI.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.

### **Writing**

**W.IW.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.

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

**W.RW.10.7** Write routinely over extended time frames (time for research, reflection, 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.PE.10.1. A-D.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**SL.II.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.

### **Language**

**L.SS.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.VL.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 words 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.

### **Supplemental Standards**

#### **Speaking and Listening**

***SL.PI.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.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.

#### **Language**

***L.KL.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

### **Sample Learning Targets (What? Clarity Statements)**

- **Students will** infer the theme or central idea of a text.
- **Students will** analyze how a theme or central idea develops over the course of a text.
- **Students will** analyze text both explicitly and inferentially.
- **Students will** determine where the text leaves things uncertain.
- **Students will** analyze how the author's choices will impact the meaning of the text.
- **Students will** determine author's purpose.
- **Students will** identify and explain author's word choice and use of figurative language as it deepens the understanding of content.
- **Students will** use context clues to determine word meanings and multiple meaning words.
- **Students will** identify and explain the author's manipulation of time.
- **Students will** analyze the impact manipulation of time has on the overall text.
- **Students will** categorize parallel plots as primary or secondary.
- **Students will** cite strong and thorough textual evidence that supports inferences and textual analysis.
- **Students will** relate texts to their personal experience and/or real-life events.
- **Students will** analyze how multiple texts address similar themes, patterns of events, characters, etc.
- **Students will** connect evidence from the text with insightful elaboration to support and enhance analysis.
- **Students will** read text carefully to make reasonable inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **Students will** use technology to create individual and/or group products.

- **Students will** use technology to publish finished pieces.
- **Students will** use technology to revise and edit previously submitted work.
- **Students will** use technology to collaborate with peers.
- **Students will** come to discussions prepared, able to refer to specific evidence on the topic, and able to question and reflect in discussion.
- **Students will** participate in hybrid discussions with whole group, small groups, and partners.
- **Students will** pose questions that connect the ideas of several classmates and respond to others' questions and comments with relevant evidence, observations, and ideas.
- **Students will** acknowledge new information expressed by others and will qualify or justify their own views when evidence is presented.
- **Students will** evaluate the credibility of a source.
- **Students will** evaluate the speaker's point of view, reasoning, or use of evidence.
- **Students will** integrate multiple sources of information into their work after evaluating credibility of sources.
- **Students will** write routinely over a range of times, tasks, purposes and audiences.
- **Students will** self-reflect on writing by identifying strengths and areas for self-improvement.
- **Students will** establish and maintain a formal style.
- **Students will** self-reflect on writing by identifying strengths and areas for self-improvement.
- **Students will** use correct MLA formatting.
- **Students will** demonstrate command of conventions of standard English grammar and use proper punctuation when writing.
- **Students will** demonstrate command of conventions of standard English grammar and spell correctly.
- **Students will** understand the different denotations and connotations of vocabulary.
- **Students will** use both general and academic vocabulary appropriate to the topic and situation.
- **Students will** utilize academic vocabulary correctly in speaking and writing.
- **Students will** use technology to create nonlinguistic representations of vocabulary words.
- **Students will** follow appropriate discussion etiquette, track progress, goals, and deadlines.

### Enduring Understandings:

*Students will understand:*

- Close reading and analysis of both past and contemporary American literature reveal critical truths about what is American.
- Close reading and analysis of American literature illuminates the reader's personal beliefs regarding the ability to achieve the American Dream.
- American writers show that when faced with restricted freedom or a socially diverse community people can affect society positively or negatively.
- American society has divided according to personal values, experiences, and culture with positive and negative implications.
- American society has grown from a less diverse into a more diverse society, at times repeating past mistakes.
- Literature provides mirrors for students to see themselves and windows to gain insights into the lives of others.

### Essential Questions:

- What is the American Dream? To what extent is it achievable by all?
- What does American literature reveal about past and present-day American culture and history?
- How can a diverse society ever function as a successful entity? Or is American doomed to repeat the mistakes of the past?  
What can I do with or respond to the insight and knowledge gained through literature's mirrors and windows?
- What enables a person to overcome obstacles while others cannot?
- How do stressful situations reveal the best and worst in people?
- How can writers effectively integrate modeled techniques into a piece?

<ul style="list-style-type: none"> <li>Literature provides an opportunity to reflect on experiences and values for themselves and others in real life situations.</li> <li>That reality is unavoidable and their ability to overcome obstacles will help them be successful in life.</li> <li>Writing effectively requires a variety of techniques to engage readers and create meaning.</li> <li>The study of vocabulary and the conventions of standard English are necessary for textual analysis and effective writing.</li> </ul>	<ul style="list-style-type: none"> <li>How can the study of vocabulary and the conventions of standard English make better readers and writers?</li> </ul>
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Complete multiple summative assessments to measure mastery of unit power standards.</li> <li>Engage in independent reading and be assessed through conferencing and a culminating activity/reflection.</li> <li>Student portfolios can be used as a measure of progress toward mastery of the standards.</li> <li>Portfolios may include summative writing assignments, short-answer responses, journal entries, digital assignments, etc.</li> <li>Digitally annotate Biblical allusions in texts.</li> <li>Use digital notebooks/graphic organizers to track character development and/or theme development.</li> <li>Create digital storyboards</li> <li>Create digital one-pagers</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Formative assessment</li> <li>Student self-reflection</li> <li>Informal check for understanding</li> <li>Independent reading and conferences</li> <li>Independent writing and conferences</li> <li>Class discussion</li> <li>Collaboration with others</li> <li>Classwork</li> <li>Homework</li> <li>Standards based performance tasks and assessments</li> <li>Teacher-created tests and quizzes</li> <li>Teacher-created project-based learning experiences</li> </ul>

**Benchmarks:**

LinkIt will be used as a measure of progress toward mastery of standards.

**Learning Plan**



## Learning Activities:

- **Skill/ Topic Introduction:** Introduce, define, and model the following reading and writing strategies -- questioning, previewing, connecting, identifying cause/effect, identifying theme, using context clues, analyzing plot structure, analyzing mood and tone, characterization.
- **Application:** Apply guided and independently practiced reading strategies: questioning, previewing, connecting, identifying cause/effect, identifying theme, using context clues, writing a narrative, analyzing plot structure, analyzing mood and tone, characterization.
- **Accessing Prior Knowledge:** Use an anticipatory guide to further activate previous knowledge (Video clip, hands-on activity, discussion)
- **Discussion:** In-person whole group and small group discussion with teacher and peers.
- **Exploring/Prewriting:** Read and discuss mentor texts to identify features (e.g.: sensory details, conflict, characters, plot)
- **Examination:** Re-read one's own writing and various mentor texts critically.
- **Reflection:** Maintain digital Reading Response/Writer's Notebook and various other digital responses (Flipgrid, PowerPoint audio, Schoology assignment)
- **Drafting:** Write drafts for formative assessments. Refer to writing rubrics as a guide during all steps of the writing process.
- **Revision:** Re-read drafts looking for the following criteria: purpose, audience, grabbers, transitions, etc.
- **Proofreading/Editing:** Provide students with regular editing practice; encourage students to proofread by checking for the following common errors: format errors, missing transition words, offensive ideas/words, capitalization, punctuation, commas, word usage errors, commonly misused words.
- **Publishing:** Create a final copy of assignments for summative assessment. (written or audio responses)
- **Technology Integration:** Infuse technology to complement and enhance the curriculum for a variety of purposes (e.g., the use of the writing process, publishing and sharing of formalized writing, and to give and receive feedback in discussion forum, review and repetition of concepts). Students are in 1 to 1 classroom environment.

## Sample Activities/Mini-Lessons:

- All core texts have activities and assessments in *StudySync*
- Some supplemental pieces have activities in *StudySync* and *Commonlit.org*

## Resources:

Core Texts by Unit

Supplementary Pieces by Unit

*StudySync* Mc-Graw Hill Education

*NewsELA*

[NJ Student Learning Standards for English Language Arts](#)

[BetterLesson](#)

[CommonLit](#)

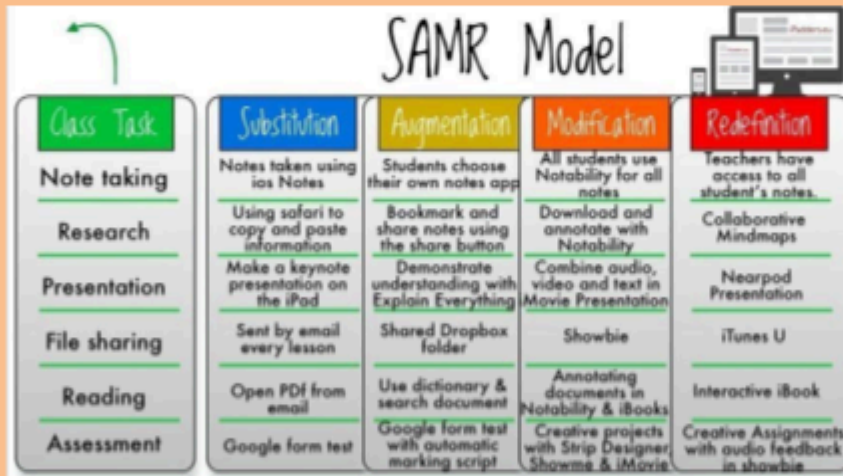
[Vocabulary.com](#)

[Noredink.com](#)

[IXL.com](#)

## Technology Integration:

### Article 8 Examples of Transforming Lessons Through the SAMR Cycle



## Padagogy Wheel Englis

Click the above link to view a larger image and the source page for the "Padagogy" Wheel. This link will allow you to make a download also has suggested links and activities for each app.



## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Independent study, class "expert" as applicable, produce extended narrative writing rather than an essay, read extended text.
<b>Struggling Learners</b>	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, modification of material, IEP/504/IRT requirements.
<b>English Language Learners</b>	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, Sheltered English Instruction strategies such as visuals to assist in decoding words.
<b>Special Needs Learners</b>	Behavioral management plan, assistive technology, large print, printed notes, additional time for assignments, small group instruction, IEP/504/IRT requirements, read aloud, differentiated instruction.

## Interdisciplinary Connections

### Targets/ Indicators:

- Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- Compare the point of view of two or more authors regarding how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

### Example Lesson "[Social Media and Its Effects on Teens](#)"

[NJ Student Companion Standards for History, Social Studies, Science, and Technical Subjects Grades 9-10](#)

## Integration of 21<sup>st</sup> Century Skills

## Indicators:

### **CREATIVITY AND INNOVATION**

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate their own ideas to improve and maximize creative efforts.
- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work.
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas.
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

### **SOCIAL AND CROSS-CULTURAL SKILLS**

- Know when it is appropriate to listen and when to speak.
- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

### **PRODUCTIVITY AND ACCOUNTABILITY**

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan, and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically.
  - Manage time and projects effectively.
  - Participate actively, as well as be reliable and punctual.
  - Collaborate and cooperate effectively with groups.
  - Respect and appreciate group diversity.
- Be accountable for results.

P21 Framework Definitions

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

## Integration of SEL Competencies

CASEL's Framework:

<https://casel.org/what-is-sel/>





## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

### RELATIONSHIP SKILLS

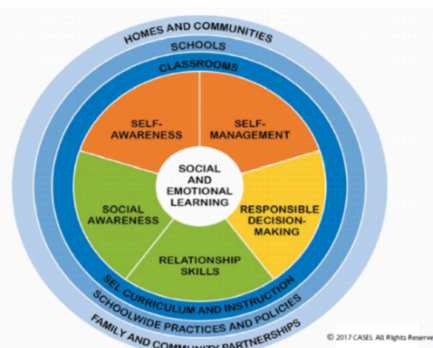
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



JANUARY 2017

COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING

www.casel.org

## Unit Two: The Individual and Society

### Writing Mode Focus: Literary Analysis/Argumentative

#### Unit Description:

This unit of study will focus on discussing, analyzing, and researching the role of the individual in American society past, present, and ever evolving future. Students will be able to independently apply their skills to explore concepts of conformity and protest as experienced in literature, media, society, and their lives. Students will be able to independently apply their understanding of rhetorical strategies in their own writing and oral communication. Students will be able to independently identify and evaluate rhetorical strategies as experienced in literature, media, and society. Students will have the choice to select from one of the essential questions to deepen their knowledge on the topic. In addition, they may also propose essential question(s) discovered through prior units, informational text, independent reading, and self-directed inquiry. They will demonstrate their deepening knowledge by citing textual evidence from independent research and class texts/discussions.

The writing focus of this unit will be argumentative writing. Students will have opportunities to examine mentor pieces throughout the unit to guide their drafting, editing/revising, and publishing an original piece. Also, students will be given opportunities to build their confidence by writing informal responses, quick writes, and reflections to text. Students will utilize pertinent textual evidence from independent research, class texts/discussions, and independent reading in a variety of activities both informal and formal. A culminating project could be but is not limited to MLA research paper, an argumentative debate, ALU (authentic learning unit), or presentation of research in various forms. SAT vocabulary and academic vocabulary activities will be taught within reading and writing instruction. Language and grammar activities will occur to teach, re-teach, and reinforce skills and strategies as needed.

---

In addition to classroom texts, students will choose what to read independently. They will have an opportunity to self-select books from the classroom library, IMC, or home. Independent reading allows students to find their identity as a reader while developing stamina when reading more challenging texts. Students will engage in conversations with teachers and peers while developing interest and enthusiasm for reading.

**Unit Duration: One Semester**



**Vocabulary:** ongoing through reading and writing independent activities; use of activities/assessments available on [vocabulary.com](http://vocabulary.com)

**Independent Reading:** ongoing student choice reading monitored using peer discussions and teacher/student conferences

**Grammar Instruction:** ongoing through mini-lessons and practical application in student writing; teachers should utilize the following resources so that by the end of 10<sup>th</sup> grade students have mastered the following skills: Use parallel structure; Use various types of phrases and clauses; Use active and passive voice appropriately; Use a semicolon to link closely related independent clauses; Use a colon to introduce a list or quotation; Spell correctly; Vary word choice and sentence structure (misplaced and dangling modifiers)

- [Secondary ELA Grammar Guide:](#)
- [StudySync 10th Grade Grammar Language and Composition](#) (Student Edition)
- [StudySync 10<sup>th</sup> Grade Grammar and Composition](#) (Teacher Edition)
- [Ten Basic Diagramming Patterns](#)
- [NoRedInk.com](#)

**Core Texts:** (at least one of the following)

**Note to Teachers: Hyperlinks take you to the full text; O365 Grade 10 folder-resources, lesson plans, and links**

- [The Scarlet Letter](#) by Nathaniel Hawthorne (StudySync McGraw Hill Education-novel study) (Suggested Honors 10 text)
- [The Awakening](#) by Kate Chopin (StudySync McGraw Hill Education-novel study) (Suggested Honors 10 text)
- [The Crucible](#) by Arthur Miller (StudySync McGraw Hill Education-drama/novel study)
- [Julius Caesar](#) – William Shakespeare (StudySync McGraw Hill Education-full text)
- [Ethan Frome](#) by Edith Wharton (StudySync McGraw-Hill Education-full text)
- [Fahrenheit 451](#) by Ray Bradbury (StudySync McGraw Hill Education-novel study)

**Supplemental Pieces:** (to be used as needed to support unit goals and Power Standards)

**Core Texts Note: suggested pairings (several pieces pair with 2 or more Core Texts); multiple pieces offer student choice**

#### The Scarlet Letter

- NPR <https://www.npr.org/2008/03/02/87805369/hester-prynne-sinner-victim-object-winner>
- Crash Course on American Literature “The Scarlet Letter” <https://youtu.be/ccpNYw5Gbkk>
- Newsela: Article “[The Scarlet Letter](#)” and Nathaniel Hawthorne’s America”

#### The Awakening

- Teacher’s guide <https://www.penguin.com/static/pdf/teachersguides/awakeningTG.pdf>
- <https://edsitement.neh.gov/curricula/kate-chopins-awakening>
- <https://www.prestwickhouse.com/blog/post/2015/07/how-to-teach-the-awakening>
- *House of Mirth*- Edith Wharton (StudySync McGraw Hill Education-full text) (Suggested Honors10 text)
- “The Yellow Wallpaper” – Charlotte Perkins Gilman
- “Trifles” – Susan Glaspell

#### The Crucible

- Newsela-text set “The Crucible by Arthur Miller”  
[https://newsela.com/subject/other/9230?search\\_id=00c789a7-1596-4b99-bf6e-a0e9b2ab61e1?new\\_ui=true&collection\\_id=2000000192](https://newsela.com/subject/other/9230?search_id=00c789a7-1596-4b99-bf6e-a0e9b2ab61e1?new_ui=true&collection_id=2000000192)

- History.com “The Salem Witch Trials” <https://www.history.com/topics/colonial-america/salem-witch-trials>
- Edpuzzle: In Search of History “The Salem Witch Trials” <https://edpuzzle.com/media/5fa9502cf360e840df11a475>
- McCarthyism Commonlit.org <https://www.commonlit.org/en/texts/mccarthyism>

### Julius Caesar

- from *Antony and Cleopatra*- William Shakespeare (StudySync McGraw Hill Education-excerpt) (*Suggested Honors text*)
- Online resources for teachers  
<https://sites.google.com/a/gnspes.ca/ms-lebans-website/julius-caesar-resource-depot>
- Julius Caesar [History Channel-various clips](#)
- [Differentiated Approach](#)
- Newsela:
- Royal Shakespeare Company Website: [Education | Julius Caesar | Royal Shakespeare Company \(rsc.org.uk\)](#)

### Ethan Frome

- Glencoe Guide -[http://www.glencoe.com/sec/literature/litlibrary/pdf/ethan\\_frome.pdf](http://www.glencoe.com/sec/literature/litlibrary/pdf/ethan_frome.pdf)

### Fahrenheit 451

#### •Teaching Guide

- Newsela: Article- [“Authors: Ray Bradbury”](#)
- Newsela: Text Set- [“Fahrenheit 451” by Ray Bradbury](#)
- Newsela: Text Set- [“Censorship: Is it interfering with our education?”](#)
- Newsela: Article- [“Essay: Why “Fahrenheit 451” will always be terrifying”](#)

### **Additional Supplemental Pieces:** (to be used as needed to support unit goals and Power Standards)

#### **Large Works**

- [The Jungle](#) *The Jungle* – Upton Sinclair (StudySync McGraw Hill Education-full text)
  - [Industrial Era- Chicago Stockyards media](#)
  - [from-lithuania-to-the-chicago-stockyards](#) Antanas Kaztauskis
- excerpt *The Jungle* [Related Media](#); Newsela Text Set “*The Jungle* by Upton Sinclair”
- [“Remembering Triangle Shirtwaist Factory Fire”](#)-YouTube
- from *Flesh and Blood So Cheap: The Triangle Fire and its Legacy*-Albert Marrin (StudySync McGraw Hill Education-excerpt) (*Suggested CP 10 text*)
- “*American Literature and History: Regionalism and Realism (1880-1910)*”- McGraw-Hill Education

### **Additional Supplemental Pieces:** (to be used as needed to support unit goals)

#### **Small Works**

- [“Sinners in the Hands of an Angry God”](#) - Jonathan Edwards
- “Civil Disobedience” – Henry David Thoreau
- “Self-Reliance” –Ralph Waldo Emerson
- “Nature” – Ralph Waldo Emerson
- “A Rose for Emily” – William Faulkner (*Suggested Honors 10 text*)
- “Still I Rise” – Maya Angelou
- Leaves of Grass - Whitman
- “The Story of an Hour” (and other short stories) --Kate Chopin (StudySync McGraw Hill Education-irony) (*Suggested CP 10 text*)

- “Desiree’s Baby”-Kate Chopin (full text available on *StudySync* McGraw Hill Education) (*Suggested Honors 10 text*)
- “Because I could not stop for Death” – “I heard a Fly buzz – when I died” – Emily Dickinson and other poems (*StudySync* McGraw Hill Education – full text)

**Supplemental Materials for Teaching Argumentative Writing:**

- Newsela: Text Set: [“You Don’t Say: What Makes an Effective Argument”](#)
- Newsela: Text Set: [“Argumentative Writing Text Set”](#)

## **\*Unit 2 Toolbox of Instructional Resources\***

**note to teachers:** The most essential standards that provide the biggest leverage for student learning have been hand selected for the 2020-21 hybrid learning school year. These are referred to as “Power Standards” and should serve as your primary focus for crafting lessons, learning activities, and summative assessments.

**Note:** When moving to Unit 2, please ensure that all Power Standards from Unit 1 have been summatively assessed.

### **Power Standards**

#### **Reading Literature**

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

#### **Reading Informational Text**

**RI.CR.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.

#### **Writing**

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

### Language

**L.SS.10.1.A-E.** Demonstrate command of the system and structure of the English language when writing or speaking.

### Speaking and Listening

**SL.PI.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.

### Supplemental Standards

### Speaking and Listening

**SL.PE.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.UM.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.*

### Language

**L.KL.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.*

### Sample Learning Targets

- **Students will** infer the theme or central idea of a text.
- **Students will** analyze how a theme or central idea develops over the course of a text.
- **Students will** analyze text both explicitly and inferentially.
- **Students will** determine where the text leaves things uncertain.
- **Students will** analyze how the author's choices will impact the meaning of the text.
- **Students will** determine author's purpose.
- **Students will** identify and explain author's word choice and use of figurative language as it deepens the understanding of content.
- **Students will** use context clues to determine word meanings and multiple meaning words.
- **Students will** cite strong and thorough textual evidence that supports inferences and textual analysis.
- **Students will** relate texts to their personal experience and/or real-life events.

- **Students will** analyze how multiple texts address similar themes, patterns of events, characters, etc.
- **Students will** connect evidence from the text with insightful elaboration to support and enhance analysis.
- **Students will** read text carefully to make reasonable inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **Students will** use technology to create individual and/or group products.
- **Students will** use technology to publish finished pieces.
- **Students will** use technology to revise and edit previously submitted work.
- **Students will** use technology to collaborate with peers.
- **Students will** come to discussions prepared, able to refer to specific evidence on the topic, and able to question and reflect in discussion.
- **Students will** participate in hybrid discussions with whole group, small groups, and partners.
- **Students will** pose questions that connect the ideas of several classmates and respond to others' questions and comments with relevant evidence, observations, and ideas.
- **Students will** acknowledge new information expressed by others and will qualify or justify their own views when evidence is presented.
- **Students will** evaluate the credibility of a source.
- **Students will** evaluate the speaker's point of view, reasoning, or use of evidence.
- **Students will** integrate multiple sources of information into their work after evaluating credibility of sources.
- **Students will** write routinely over a range of times, tasks, purposes and audiences.
- **Students will** write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence.
- **Students will** self-reflect on writing by identifying strengths and areas for self-improvement.
- **Students will** conduct short as well as more sustained research projects to answer a question or solve a problem.
- **Students will** establish and maintain a formal style.
- **Students will** self-reflect on writing by identifying strengths and areas for self-improvement.
- **Students will** use correct MLA formatting.
- **Students will** demonstrate command of conventions of standard English grammar and use proper punctuation when writing.
- **Students will** demonstrate command of conventions of standard English grammar and spell correctly.
- **Students will** understand the different denotations and connotations of vocabulary.
- **Students will** use both general and academic vocabulary appropriate to the topic and situation.
- **Students will** utilize academic vocabulary correctly in speaking and writing.
- **Students will** use technology to create nonlinguistic representations of vocabulary words.
- **Students will** follow appropriate discussion etiquette, track progress, goals, and deadlines.

### **Enduring Understandings:**

*Students will understand ...*

- The shifts of power in America and the world changes with history.
- In terms of power, the story differs for those in a losing position as opposed to those in a winning position.
- A segment of society's reality is shaped by the balance of power within their personal lives and relationships.

### **Essential Questions:**

- How has the balance of power changed in America? How does the story change based on if you win or lose?
- How does your power or lack of power influence your perception of reality?
- How does your access to resources or lack of access impact your ability to succeed?
- What are the positive and negative ways to deal with an imbalance of power? What is revealed about the character?
- What is revealed about a character's flaw(s) as they react to the trials faced?

- A lack of resources limits your ability to succeed.
- The ability to access the resources available will enable them to be successful members of society.
- The value of protest to gain power and enact changes.
- People's actions when faced with a trying situation reveal a character's positive and negative traits which may be ambiguous.
- Effective written and oral discourse requires both a command of formal English and an application of rhetoric in order to persuade an audience.
- The study of vocabulary and the conventions of standard English are necessary for textual analysis and effective writing.
- Writing effective informational text requires students to make relevant connections to support analysis using thorough textual evidence.
- Exposure to a variety of mentor texts and passages allows students to make relevant connections while selecting pertinent textual evidence to support their writing.
- Literature provides mirrors for students to see themselves and windows to gain insights into the lives of others. <sup>(O&J)</sup>
- Writing effective argumentative text requires students to make relevant connections to support analysis using thorough textual evidence.
- Exposure to a variety of mentor texts and passages allows students to make relevant connections while selecting pertinent textual evidence to support their writing.

- Why do readers search for the positives in villains? How can real life reflect blurred and protagonists and antagonists?
- Why is writing information text an important skill?
- What does American literature reveal about American culture and history?
- What is the role of the individual in society? How do the needs of the community and the needs of the individual align?
- Why do some people conform and others not? What are the implications of this clash?
- Why do people conform or protest and what are the effects of conformity or protest?
- How can writers effectively promote an argument?
- How can the divisive lines between the views of others reflect real life?
- How can writers effectively integrate modeled techniques into a piece?
- Why is writing argumentative text an important skill?
- What can I do with or respond to the insight and knowledge gained through literature's mirrors and windows?
- How does sharing thinking help readers understand more?

**\*Student generated Essential Questions will be added as needed to address issues discovered through student choice independent reading.**

#### **Performance Tasks:**

- Complete multiple summative assessments to measure mastery of unit power standards.
- Engage in independent reading and be assessed through conferencing and a culminating activity/reflection.
- Student portfolios can be used as a measure of progress toward mastery of the standards.
- Portfolios may include summative writing assignment, short-answer responses, journal entries, digital assignments, etc.
- Digitally annotate Biblical allusions in texts.
- Use digital notebooks/graphic organizers to track character development and/or theme

#### **Other Evidence:**

- Teacher observation
- Formative assessment
- Student self-reflection
- Informal check for understanding.
- Independent reading and conferences
- Independent writing and conferences
- Class discussion
- Collaboration with others
- Classwork
- Homework
- Standards based performance tasks and assessments.
- Teacher-created tests and quizzes



development.

- Create digital storyboards.
- Create digital one-pagers.

**Benchmarks:** LinkIt will be used as a measure of progress toward mastery of standards.

### Learning Activities:

- **Skill/ Topic Introduction:** Introduce, define, and model the following reading and writing strategies -- questioning, previewing, connecting, identifying cause/effect, identifying theme, using context clues, analyzing plot structure, analyzing mood and tone, characterization.
- **Application:** Apply guided and independently practiced reading strategies: questioning, previewing, connecting, identifying cause/effect, identifying theme, using context clues, writing a narrative, analyzing plot structure, analyzing mood and tone, characterization.
- **Accessing Prior Knowledge:** Use an anticipatory guide to further activate previous knowledge (Video clip, hands-on activity, discussion)
- **Discussion:** Digital discussion with teacher and small groups.
- **Exploring/Prewriting:** Read and discuss mentor texts to identify features (e.g.: sensory details, conflict, characters, plot)
- **Examination:** Re-read one's own writing and various mentor texts critically.
- **Reflection:** Maintain digital Reading Response/Writer's Notebook and various other digital responses (Flipgrid, PowerPoint audio, Schoology assignment)
- **Drafting:** Write drafts for formative assessments. Refer to writing rubrics as a guide during all steps of the writing process.
- **Revision:** Re-read drafts looking for the following criteria: purpose, audience, grabbers, transitions, etc.
- **Proofreading/Editing:** Provide students with regular editing practice; encourage students to proofread by checking for the following common errors: format errors, missing transition words, offensive ideas/words, capitalization, punctuation, commas, word usage errors, commonly misused words.
- **Publishing:** Create a final copy of assignments for summative assessment. (written or audio responses)
- **Technology Integration:** Infuse technology to complement and enhance the curriculum for a variety of purposes (e.g., the use of the writing process, publishing and sharing of formalized writing, and to give and receive feedback in discussion forum, review and repetition of concepts). Students are in 1 to 1 classroom environment.

### Sample Activities/Mini-Lessons:

- All core texts have activities and assessments in *StudySync*.
- Some supplemental pieces have activities in *StudySync* and *Commonlit.org*.
- [Link to O365 folder with Gallagher/Kittle tools and ideas!](#)

### Mini Lesson Sample Topics:

#### How do we lead students to own qualities of strong expository (informational /explanatory) writing?

Penny Kittle, \*with thanks to Kelly Gallagher *Write Like This*

- **Study forms** that lead to success of all students.
- **Students who choose** their passions write better, pay more attention to revision.
- **Define the audience** who will read their work.
- **"Several laps around the track"** to allow students to practice their skills, repeat, and improve.
- **Frequently study texts** and notice qualities, list, and evaluate adding to students' understanding and the practice of analytic reading.
- **Create anchor charts** of understandings that remain in place that connects today's learning to yesterday and tomorrow.
- **Name the craft you see in good writing that explains:** vivid details, word choice, voice of author's authority showing his/her research, and word choice that makes the complex easier to understand.

[IDEPortal](#) contains several ALU (authentic learning units) Some examples of pre-made ALU:

[Does History Have to Repeat Itself?](#)

[Shakespeare in Style](#)  
[New Solutions to old Problems](#)

**Resources:**

Core Texts by Unit  
Supplementary Pieces by Unit  
*StudySync* Mc-Graw Hill Education  
*NewsELA*  
[Vocabulary.com](#)  
[NJ Student Learning Standards for English Language Arts](#)  
[BetterLesson](#)  
[CommonLit](#)

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	Independent study, class "expert" as applicable, produce extended narrative writing rather than an essay, read extended text.
<b>Struggling Learners</b>	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, modification of material, IEP/504/IRT requirements.
<b>English Language Learners</b>	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, Sheltered English Instruction strategies such as visuals to assist in decoding words.
<b>Special Needs Learners</b>	Behavioral management plan, assistive technology, large print, printed notes, additional time for assignments, small group instruction, IEP/504/IRT requirements, read aloud, differentiated instruction.

**Interdisciplinary Connections**

**Targets/ Indicators:**

-Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  
-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.  
-Compare the point of view of two or more authors regarding how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.  
-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.  
-Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

**Example Lesson ["Social Media and Its Effects on Teens"](#)**

[NJ Student Companion Standards for History, Social Studies, Science, and Technical Subjects Grades 9-10](#)

**Indicators:**

***CREATIVITY AND INNOVATION***

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate their own ideas to improve and maximize creative efforts.

- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work.
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas.
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

### ***SOCIAL AND CROSS-CULTURAL SKILLS***

- Know when it is appropriate to listen and when to speak.
- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

### ***PRODUCTIVITY AND ACCOUNTABILITY***

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan, and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
- Work positively and ethically.
  - Manage time and projects effectively.
  - Participate actively, as well as be reliable and punctual.
  - Collaborate and cooperate effectively with groups.
  - Be accountable for results.
  - Respect and appreciate group diversity.

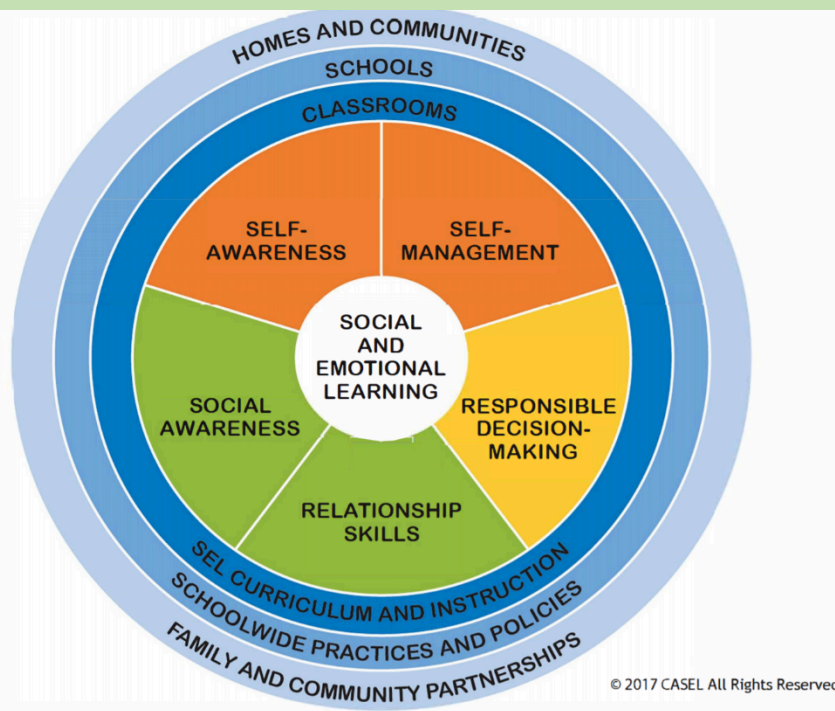
P21 Framework Definitions

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

## **Integration of SEL Competencies**

CASEL's Framework:

<https://casel.org/what-is-sel/>



## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

