Kingsway Regional School District

Committed to Excellence

Course Name: College Prep English II	Grade Level(s): 10
Department: English	Credits: 5
BOE Adoption Date: October 2017	Revision Date(s): October 2019

ABSTRACT

In Academic English 10, students will closely and critically read complex works of literature and informational texts. When writing and through class discussions, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their literary and cultural knowledge by reading great classic and contemporary works representative of various time periods, cultures, and worldviews. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand increasingly complex texts. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well expand their capacity to revise and edit their writing over multiple drafts. Writing tasks include literary analysis, research papers, creative writing, narratives, and argumentative and explanatory essays. At the academic level, students will complete the following to develop further their literacy and writing skills: (1) determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. (2) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (3) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States. (4) Cite evidence to support an analysis

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of what the text says explicitly as well as inferences drawn from the text. (5) Analyze various accounts of a subject told in different mediums (such as a person's life story recounted in print, video, and multimedia), determining which details are emphasized in each account. (6) Identify and evaluate the reasoning used in historical documents, including the application of constitutional or legal principles. (7) Support arguments in an analysis of challenging topics or texts using valid reasoning and relevant and sufficient evidence. (8) Conduct short- and long-term research projects to answer a question or solve a problem. (9) Understand the role that figurative language plays in a text. (10) Students participate effectively in group discussions, expressing ideas clearly and persuasively and building on the ideas of others. (11) Construct various writing genres that introduce a topic and develop it with well-chosen, relevant, and sufficient facts, extended definitions, and concrete details.

Some reading and writing guidelines may seem similar from Grade 9 to Grade 10. The students are expected to develop their skills and apply a greater depth of knowledge with increasingly complex texts and writing assignments as they advance in grade level. During Grade 10, the students will continue to apply skills and knowledge in the following key areas: ideas and details, craft and structure, language development, and speaking and listening skills.

KRSD Office of Curriculum and Instruction

TABLE OF CONTENTS	
Mission Statement	**Page 4**
Curriculum and Instruction Goals	**Page 4**
How to Read this Document	**Page 4**
Terms to Know	**Pages 5**
Pacing Guide	**Page 7**
Curriculum Units	**Page 18**

KRSD Office of Curriculum and Instruction

Mission Statement

The **Kingsway Regional School District** believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

Goal(s):
1. To ensure students are college and career ready upon graduation

2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level

3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards

4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

1. **Accommodation(s):** *Accommodations* are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.

2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.

3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.

5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.

6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)

7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.

8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLS noted within each unit.

9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.

10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.

11. **Performance Assessments: (**aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).

12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.

    o **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*

13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing

Course Title: Academic English 10
Prerequisite(s): Grade 9 (Academic or Honors)

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills
Unit 1 Reading Closely for Textual Details	September –December 12 weeks	**Power Standards** NJSLSA.R1 NJSLSA.R2 NJSLSA.R4 NJSLSA.R5 W.9-10.1 **Supporting Standards** **Reading** NJSLSA.RL.9-10.2 NJSLSA.RL.9-10.4 NJSLSA.RL.9-10.1 NJSLSA.RL.9-10.3 NJSLSA.RL.9-10.5 NJSLSA.RL.9-10.9	1. Students will understand the impact of specific word choice on meaning and will cite evidence from the text to support the presence of themes within it. (6 weeks) 2. Students will understand the development of theme of a text and analyze its development, including how it emerges and how characters and events shape it. (6-7 weeks)	1. Introduce Literature Circle Roles using summer reading assignments. 2. Demonstrate knowledge of preliminary vocabulary terms. 3. Analyze how both major and minor characters relate to overlying themes within texts. (DOK 4) 4. Create and defend original themes based on reading a text. (DOK 4) 5. Identify, practice, and master preliminary close reading techniques. (DOK 1)

KRSD Office of Curriculum and Instruction

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills
		NJSLSA.RL.9-10.10 NJSLSA.RI.9-10.4 NJSLSA.RI.9-10.6 NJSLSA.RI.9-10.10 **Writing** NJSLSA.W.9-10.1.A NJSLSA..W.9-10.1.B NJSLSA.W.9-10.1.C NJSLSA.W.9-10.1.D NJSLSA.W.9-10.1.E **Speaking/Listening** NJSLSA.SL.9-10.1.A NJSLSA.SL.9-10.1.B NJSLSA.SL.9-10.1.C NJSLSA.SL.9-10.1.D **Language** NJSLSA.L.9-10.1.B NJSLSA.L.9-10.2.B NJSLSA..L.9-10.2.C NJSLSA.L.9-10.3.A NJSLSA.L.9-10.4.A NJSLSA..L.9-10.4.B		6. Complete a series of informal argumentative essays to support close reading claims. 7. Understand the requirements of the PSAT test. 8. Explore test-taking strategies and determine those most effective for success on the PSAT. 9. Explore the elements of an effective analytical essay. 10. Produce an effective analytical essay.

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills
		NJSLSA..L.9-10.4.C NJSLSA.L.9-10.4.D NJSLSA.L.9-10.5.A NJSLSA.L.9-10.5.B **Interdisciplinary** **Technology** NJSLS.TECH.8.1.12.A.1 NJSLS.TECH.8.1.12.A.2 NJSLS.TECH.8.1.12.A.3 **Career Ready Practices** CRP2 CRP4 CRP8 CRP11		
Unit 2 Making Evidence Based Claims—The Argument	January– mid March 10-12 weeks	**Power Standards** NJSLSA.W.9-10.1 NJSLSA.RL.9-10.7 NJSLSA.RL.9-10.10	1. Students will understand how an author constructs a specific passage to exemplify the qualities of a character and use this process to analyze specific characters within a text. . (4-6 weeks)	1. Identify elements of a Shakespearean play. 2. Identify and analyze elements of rhetorical devices within a text. 3. Explicate persuasion methods from specific excerpts in a text.

KRSD Office of Curriculum and Instruction

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills
		Supporting Standards **Reading** NJSLSA.RL.9-10.1 NJSLSA.RL.9-10.3 NJSLSA.RL.9-10.2 NJSLSA.RL.9-10.4 NJSLSA.RL.9-10.5 NJSLSA.RL.9-10.6 NJSLSA.RL.9-10.9 NJSLSA.RI.9-10.1 NJSLSA.RI.9-10.2 NJSLSA.RI.9-10.7 NJSLSA.RI.9-10.8 **Writing:** NJSLSA.W.9-10.1.A NJSLSA.W.9-10.1.B NJSLSA.W.9-10.1.C NJSLSA.W.9-10.1.D NJSLSA.W.9-10.1.E NJSLSA.W.9-10.4 NJSLSA.W.9-10.5 NJSLSA.W.9-10.6	2. Students will understand how an author employs rhetorical devices as a means of persuasion within a Shakespearean text and will be able to inspect and analyze these elements of persuasion within a text. . (4-6 weeks) 3. Students will ~~be able to~~ understand argumentative writing, synthesize argumentative techniques, and be able to construct clear and coherent argumentative writing using textual evidence. (4-6 weeks)	4. Defend claims through the use of tone, mood, and foreshadowing within a text. 5. Use knowledge of a text to employ persuasion methods through both speaking and writing. 6. Cite evidence from the text to describe and assess characters and their actions. 7. Differentiate between adequate support and strong support within sources. 8. Explore the elements of an effective argumentative essay. 9. Complete a series of informal argumentative essays to support close reading claims. 10. Produce an effective argumentative essay.

KRSD Office of Curriculum and Instruction

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills
		NJSLSA.W.9-10.10		
		Speaking/Listening		
		NJSLSA.SL.9-10.1.A		
		NJSLSA.SL.9-10.1.C		
		NJSLSA.SL.9-10.1.D		
		NJSLSA.SL.9-10.1		
		NJSLSA.SL.9-10.6		
		NJSLSA.SL.9-10.2		
		NJSLSA.SL.9-10.5		
		Language		
		NJSLSA.L.9-10.1.A		
		NJSLSA.L.9-10.2.B		
		NJSLSA.L.9-10.2.C		
		NJSLSA.L.9-10.3.A		
		NJSLSA.L.9-10.4.A		
		NJSLSA..L.9-10.5.A		
		NJSLSA.L.9-10.5.B		
		Interdisciplinary		
		Technology		
		NJSLS.TECH.8.1.12.A.1		
		NJSLS.TECH.8.1.12.A.2		

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills
		NJSLS.TECH.8.1.12.A.3 **Career Ready Practices** CRP5 CRP8 CRP1		
Unit 3 Deepening Understanding Through Research Writing	Mid-March - April 6 weeks	**Power Standards** NJSLSA.RL.9-10.3 NJSLSA.RL.9-10.9 NJSLSA.W.7 **Supporting Standards** **Reading** NJSLSA.RL.9-10.1 NJSLSA.RL.9-10.2 NJSLSA.RL.9-10.4 NJSLSA.RL.9-10.5 NJSLSA.RL.9-10.10 NJSLSA.RI.9-10.1 NJSLSA.RI.9-10.2 NJSLSA.RI.9-10.3	1. Students will ~~be able to~~ understand conflicts characters face within a text and be able to differentiate how these conflicts impact character motivation. . (3 weeks) 2. Students will understand the source material of a text and be able to evaluate the impact it has on events and characters. (3 weeks) 3. Students will understand the application of drawing evidence from literature and/or informational texts through research based writing and will be able to use textual evidence to	1. Define elements of conflict within a novel, specifically internal and external conflict. 2. Explain how conflicts affect characters and their decisions. 3. Support potential character motivations through the use of textual support. 4. Determine the purpose of source material when reading a text. 5. Identify and discuss historical aspects of the setting of a novel. 6. Make connections between historical

KRSD Office of Curriculum and Instruction

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills
		NJSLSA.RI.9-10.4 NJSLSA.RI.9-10.5 NJSLSA.RI.9-10.7 NJSLSA.RI.9-10.8 NJSLSA.RI.9-10.9 **Writing** NJSLSA.W.9-10.1.A NJSLSA.W.9-10.1.B NJSLSA.W.9-10.1.C NJSLSA.W.9-10.1.D NJSLSA.W.9-10.1.E NJSLSA.W.9-10.2.A NJSLSA.W.9-10.2.B NJSLSA.W.9-10.2.C NJSLSA.W.9-10.2.D NJSLSA.W.9-10.2.E NJSLSA.W.9-10.2.F NJSLSA.W.9-10.9.A NJSLSA.W.9-10.9.B **Speaking/Listening** NJSLSA..SL.9-10.1.A NJSLSA.SL.9-10.1.C NJSLSA.SL.9-10.1.D NJSLSA.SL.9-10.2	produce a clear and coherent argument. (3 weeks)	context and fictional events within a novel. 7. Explicate the difference between perspectives in fiction and nonfiction texts. 8. Complete a series of informal argumentative essays to support close reading claims. 9. Explore the elements of an effective research paper. 10. Produce an effective research paper.

KRSD Office of Curriculum and Instruction

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills
		NJSLSA.SL.9-10.3 NJSLSA.SL.9-10.4 NJSLSA.SL.9-10.5 NJSLSA.SL.9-10.6 **Language** NJSLSA.L.9-10.3.A NJSLSA.L.9-10.4 NJSLSA.L.9-10.5 NJSLSA.L.9-10.5.A NJSLSA.L.9-10.5.B NJSLSA.L.9-10.6 **Interdisciplinary** **Technology** NJSLS.TECH.8.1.12.A.1 NJSLS.TECH.8.1.12.A.2 NJSLS.TECH.8.1.12.A.3 **Career Ready Practices** CRP2 CRP5 CRP7		

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills
Unit 4 Understanding Perspectives Through Realistic Fiction and Nonfiction Texts	May - June 6-7 weeks	**Power Standards** NJSLSA.RL.9-10.5 NJSLSA.RL.9-10.2 NJSLSA.W.3 **Supporting Standards** **Reading** NJSLSA.RL.9-10.1 NJSLSA.RL.9-10.3 NJSLSA.RL.9-10.4 NJSLSA.RL.9-10.7 NJSLSA.RL.9-10.9 NJSLSA.RI.9-10.2 NJSLSA.RI.9-10.3 NJSLSA.RI.9-10.4 NJSLSA.RI.9-10.5 NJSLSA.RI.9-10.6 NJSLSA.RI.9-10.7 NJSLSA.RI.9-10.8 NJSLSA..RI.9-10.9 NJSLSA.RI.9-10.10	1. Students will understand how an author's choices concerning how to structure a text affect its tone and be able to synthesize how cultural point of view contributes to this change. (3 weeks) 2. Students will understand the theme of a text and be able to analyze its development, including how it emerges and how it is shaped throughout the text. (2 weeks) 3. Students will understand narrative writing, synthesize narrative techniques, and will be able to construct a narrative that develops real experiences and events. (2 weeks)	1. Read and analyze characters, themes, and important events within a text. 2. Determine the author's purpose within a text. 3. Evaluate how effectively the author achieves his or her purpose within a text. 4. Make connections to historical context surrounding a text. 5. Explore the elements of an effective narrative essay. 6. Produce an effective narrative essay.

KRSD Office of Curriculum and Instruction

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills
		Writing NJSLSA.W.9-10.3.A NJSLSA.W.9-10.3.B NJSLSA.W.9-10.3.C NJSLSA.W.9-10.3.D NJSLSA.W.9-10.3.E **Speaking/Listening** NJSLSA.SL.9-10.1.A NJSLSA.SL.9-10.1.B NJSLSA.SL.9-10.1.C NJSLSA.SL.9-10.1.D **Language** NJSLSA.L.9-10.3.A NJSLSA.L.9-10.5.A NJSLSA.L.9-10.5.B NJSLSA.L.9-10.6 **Interdisciplinary** **Technology** NJSLS.TECH.8.1.12.A.1 NJSLS.TECH.8.1.12.A.2		

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills
		NJSLS.TECH.8.1.12.A.3 **Career Ready Practices** CRP4 CRP5 CRP8		

Academic English 10 **Unit One: Reading Closely for Textual Details**	**Recommended Duration:** September—December (12 weeks)

Unit Description:

In this first unit students will learn to highlight the important characters, conflicts, and structure using the summer reading novel and a series of short stories. This first unit establishes a base skill set necessary to complete the, end of the year research paper, specifically students will be refining their skills necessary to identify and analyzing credible word choice, as well as overall tone and mood within a text. Students will use close reading to analyze textual details of each text. They will be able to do this not only through independent work but also through literature circles, working with a novel of their choosing. Furthermore, students will use this knowledge to connect to their own lives through the creation of a narrative essay. As a whole, Unit One will set the foundation for sound active reading and get students in the habit of not only reading what is obvious but making connections to outside literature, history, themes, and their own personal experiences.

Essential Questions	Enduring Understandings
1. Why is it important to look past the surface meaning of a text?	1. Understanding the close reading process gives students a new list of observable factors within a text. Students will follow a process that requires organization within reading. This process serves as preparation for both analytical writing and narrative writing. Students will chunk a passage into digestible bites, number the paragraphs, identify essential words and phrases, summarize by paragraph, and make deeper connections. Through following this process, students will afford themselves the opportunity to connect not only to what the author tells them but what they can pull from the text on their own.
2. How can word choice affect reading comprehension?	2. As students practice and gain experience with the close reading process, they will be able to open up their eyes to a new form of active reading and writing. At this point in their academic careers,

Essential Questions	Enduring Understandings
	students have become very familiar with the concept of reading and analyzing literature. However, many students do not realize the benefits of making in-text, text to text, and text to life connections. Through understanding the purpose and function of a close reading, students will earn the opportunity to see a text in a completely new way and understand more than just what is presented to them, beginning with each author's word choice.
3. How does an author's tone reflect his or her purpose for writing?	3. As students read individual short stories, close reading passages, and their first sophomore level novel, they will be asked to both identify and analyze each author's tone. In doing so, students will not only be focused on the main events of a text but also how these events have been recorded. Starting with the first unit, students will expand their thoughts to read closely to connect to the characters, but most importantly, to the authors as well. Developing this skill will encourage students to continue this close reading process for each and every text.

KRSD Office of Curriculum and Instruction

Relevant Standards	Learning Goals	Learning Objectives
Content Standards: Primary or Power **NJSLSA.LA.9-10.RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. **NJSLSA.RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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). **Supportive (Secondary):** **NJSLSA.RL.9-10.1**	1. Students will understand the impact of specific word choice on meaning and will be able to cite evidence from the text to support the presence of themes within it. (6 weeks) 2. Students will-understand the development of theme of a text and be able to analyze its development, including how it emerges and how characters and events shape it. (6-7 weeks)	1. Develop Literature Circle roles for students to properly discuss events, characters, quotations, and themes present within a text. 2. Synthesize themes present within Literature Circle groups to effectively execute a "Socratic Seminar." 3. Organize, represent, and interpret the symbols, themes, and characters present throughout a text through group editing. 4. Identify, define and analyze theme by examining the author's use of symbolism and imagery within a specific text. 5. Categorize the main characters within a text throughout text. 6. Identify tone and mood within a specific text. 7. Categorize the main characters within a text through the tone of the text. 8. Compare and contrast the main beliefs of each of the main characters. 9. Use knowledge of events in a text to construct a modified version of each of its themes based on varying tones and moods. 10. Interpret the effects various moods have on the main characters within a text. 11. Understand and identify elements of performing a successful close reading.

Relevant Standards	Learning Goals	Learning Objectives
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **NJSLSA.RL.9-10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **NJSLSA.RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **NJSLSA.RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		12. Put close reading methods to practice through performing a paired close reading. 13. Interpret the meaning of a given passage within a text. 14. Compare close reading notes with partners and classmates. 15. Make observations to determine specific elements of close readings. 16. Demonstrate understanding of vocabulary terms present throughout a text through completing a formative assessment. 17. Expand notes on close readings to appraise more specific aspects of a passage. 18. Cite evidence from passages within a text to support elements of tone and mood. 19. Cite specific examples to explain the meaning of a passage. 20. Present notes and findings to the class. 21. Reflect on effective and ineffective elements of a close reading. 22. Edit close reading essays to determine main ideas and deeper connections. 23. Conference with teacher to discuss and edit papers. 24. Use close reading notes to develop a logical argument within an original essay.

KRSD Office of Curriculum and Instruction

Relevant Standards	Learning Goals	Learning Objectives
NJSLSA.RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. **NJSLSA.RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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). **NJSLSA.RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **NJSLSA.RI.9-10.10** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades		25. Reflect on close reading experience on formative assessments. 26. Critique a close reading essay through using a rubric. 27. Create a plan to excel in future close reading assignments. 28. Identify effective PSAT preparation strategies. 29. Recognize the expectations of the PSAT. 30. Identify patterns within the Critical Reading section of the PSAT. 31. Identify patterns within the Writing section of the PSAT. 32. Understand narrative writing techniques. 33. Make connections from a text to a personal experience. 34. Hypothesize the possible effects of a text's theme to reality. 35. Synthesize information from multiple texts to construct an analytical essay. 36. Analyze strengths and weaknesses within analytical writing. 37. Reflect on successes and struggles within Unit One goals. 38. Create resolutions for Unit Two.

Relevant Standards	Learning Goals	Learning Objectives
9-10 text complexity band independently and proficiently. **NJSLSA.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● NJSLSA.W.9-10.1.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. ● NJSLSA.W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ● NJSLSA.W.9-10.1.C		

Relevant Standards	Learning Goals	Learning Objectives
Use words, phrases, and 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. ● NJSLSA.W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ● NJSLSA.W.9-10.1.E Provide a concluding statement or section that follows from and supports the argument presented. **NJSLSA.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		

KRSD Office of Curriculum and Instruction

Relevant Standards	Learning Goals	Learning Objectives
NJSLSA.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.) **NJSLSA.W.9-10.6** Use technology, including the Internet, to produce, publish, 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. **NJSLSA.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. • NJSLSA.W.9-10.9.B		

Relevant Standards	Learning Goals	Learning Objectives
Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). **NJSLSA.W.9-10.10** 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. **NJSLSA.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL.9-10.1.A Come to discussions prepared, having read and researched material under		

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Relevant Standards	Learning Goals	Learning Objectives
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. ● NJSLSA.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. ● NJSLSA.SL.9-10.1.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.		

Relevant Standards	Learning Goals	Learning Objectives
● NJSLSA.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **NJSLSA.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **NJSLSA.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **NJSLSA.L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		

Relevant Standards	Learning Goals	Learning Objectives
• NJSLSA.L.9-10.1.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. **NJSLSA.L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • NJSLSA.L.9-10.2.B Use a colon to introduce a list or quotation. • NJSLSA.L.9-10.2.C Spell correctly. **NJSLSA.L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or		

Relevant Standards	Learning Goals	Learning Objectives
listening. ● NJSLSA.L.9-10.3.A Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type. **NJSLSA.L.9-10.4** 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. ● NJSLSA.L.9-10.4.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. ● NJSLSA.L.9-10.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g.,		

Relevant Standards	Learning Goals	Learning Objectives
analyze, analysis, analytical; advocate, advocacy). ● NJSLSA.L.9-10.4.C 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. ● NJSLSA.L.9-10.4.D 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). **NJSLSA.L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● NJSLSA.L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and		

Relevant Standards	Learning Goals	Learning Objectives
analyze their role in the text. ● NJSLSA.L.9-10.5.B Analyze nuances in the meaning of words with similar denotations. **NJSLSA.L.9-10.6** 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
Questioning Discussions Exit Slips Graphic Organizers Think/Pair/Share Quizzes Journal Entries Self-Assessment	Literary Analysis Essay Close Reading Assessment Vocabulary Quizzes	Literary Analysis Essay Close Reading Assessment Close Reading Reflection Group Work Tone and Mood Activity Theme Activities Symbolism and Imagery Activities	Literary Analysis Essay Close Reading Assessment Common Summative Assessment

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
Close Reading Practice Theme Quiz S.T.E.A.L. Charts		Vocabulary Options Presentations Root Word Assignment	

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
Accommodations ● Additional time ● Vary test formats ● Vary essay lengths ● Highlight/emphasize key directions ● Pace long-term projects ● Allow redos/retakes ● Preview test procedures ● Provide assistance/cues for transition between activities ● FM system **Modifications** ● Oral testing ● Modify/repeat/model directions ● Utilize multi-sensory modes to reinforce instruction	**Accommodations** ● Visual chart/cues ● Use Manipulatives ● Demonstrations for key concepts ● Pre-teach all vocabulary ● Graphic organizers ● Give oral prompts/cues ● Additional time on assignments ● Learning objectives written on the board daily ● Word Walls ● Sentence Frames ● Multiple Choice Format ● Use native language (directions) ● Read directions aloud	**Accommodations** ● Additional time ● Clarify test directions ● Allow re-dos/retakes ● Vary test formats ● Provide study guides prior to tests ● Frequent rest breaks ● Highlight key directions ● Preview test procedures ● Chunk long-term assignments ● Pace long-term projects **Differentiation** ● Multiple texts (leveled reading) ● Tiered homework assignments ● Choice of writing topics ● Choice of test format	**Accommodations/Differentiation** ● Tiered assignments ● Multiple texts (leveled reading) ● Tiered homework assignments ● Learning Menus/Choice Boards ● Writer's Notebook ● Mini-lessons/Small group instruction (specific topics for specific student groups) ● One-on-one conferences/use individual writing goal sheet ● Learning Stations ● Flexible grouping ● Learning Contracts ● Curriculum compacting Jigsaw

● Use text/workbooks/worksheets at a modified reading level ● Utilize audio/recorded books ● Utilize graphic/pictorial mode materials ● Color code materials ● Utilize large print ● Limited multiple choice ● Student writes on test ● Rephrase test questions/directions ● Test study guide ● Simplify test wording ● Tests Read Aloud ● Small group testing **Differentiation** ● Enhanced directions ● Multiple texts (leveled reading) ● Tiered homework assignments ● Choice with writing topics ● Learning menus/ choice boards ● RAFT ● Modified tasks	● Highlight/underline key words ● Simplify language ● Single step directions **Modifications** ● Shortening assignments (altering rigor/complexity of the assignment) ● Allow outlining ● Reworded questions/problems in simplified language ● Oral testing (reading comprehension) ● Accept short answers ● Choice of test format **Differentiation** ● Enhance directions ● Multiple texts (leveled reading)/texts in native language ● Choice with writing topics ● Choice of the test format (projects replace written tasks for Level 1 ELL students)	● Learning Menus/Choice Boards ● RAFT	

	- shortened assignments - RAFT - Mini-lessons/Small group instruction (specific topics for specific student groups) - One-on-one conferences/use individual writing goal sheet - Learning Stations - Multiple texts (leveled) - reading)/use native language for Level 1 ELL students - Flexible grouping - Tiered assignments - Interactive - Notebooks/Writer's Notebook - Jigsaw		

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)
Scaffolding Modeling Cooperative Learning Direct Instruction Graphic Organizers Compare/Contrast Homework

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)

Note-taking
Guided and Independent Practice/Monitoring
Journaling

Possible Instructional Modifications/Accommodations/Differentiation

Mini Lessons on close readings, tone, and mood—specific topics presented to specific groups of students based on class performance
Construction of peer revision/editing groups based on flexible grouping
Homework assignments
Learning Contracts
Learning Stations
Literature Circles
Multiple texts
Learning Menus/Choice Boards
Tiered assignments
Enhanced directions

Unit Vocabulary

Essential: literature circle, tone, mood, symbolism, imagery, direct characterization, indirect characterization, characterization, theme, protagonist, antagonist, close reading, annotate, denote, explicate, make observations, narrative writing, diction, syntax, figurative language, simile, metaphor, setting, plot elements (exposition, rising action, climax, falling action, dénouement), juxtaposition, dialogue, sensory language
Non-Essential: Short Story vocabulary; *The Color of Water* vocabulary; PSAT vocabulary

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes: P21 Framework Toolkit	21st Century Skills: P21 Framework Toolkit
Technology **TEC.9-12.8.1.12.F.2** Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs. 21st Century Life and Careers **WORK.9-12.9.1.12.A.1** Apply critical thinking and problem-solving strategies during structured learning experiences.	S- Students will use Google Docs to type assigned essays. Students will use Google Docs to perform close reading strategies. A- Through Google Classroom and Google Docs, the teacher will display excerpts of literature for close reading. The students will use the Promethean board to provide examples of close reading strategies. M- The students will evaluate the close reading excerpts from corresponding classes. The students will comment and revise	__X__ Global Awareness (Understanding Greek theater and culture.)	__X__ Creativity & Innovation (Visual and verbal examples of vocabulary usage by way of skits, PowerPoints, models, etc.) __X__ Critical Thinking and Problem Solving (close reading excerpts, magazine excerpts of current events and issues related to issues and themes in unit texts) __X__ Communication & Collaboration (Socratic Seminars)

	the close reading examples from the corresponding classes.		

Resources
Texts/Materials: *Glencoe Literature* textbook

Short Stories
- "Civil Peace" by Chinua Achebe
- "A Sound of Thunder" by Ray Bradbury
- "Everyday Use" by Alice Walker
- "Catch the Moon" by Judith Ortiz Cofer
- "The Monkey's Paw" by W.W. Jacobs
- "Where Are You Going, Where Have You Been?" by Joyce Carol Oates
- "The Tell Tale Heart" by Edgar Allan Poe
- "The Masque of the Red Death" by Edgar Allan Poe
- *Our Town* by Thornton Wilder

"The Color of Water" by James McBride
Newsela
CommonLit

Academic English 10 Unit Two: Making Evidence Based Claims	Recommended Duration: January - mid March (10-12 weeks)

Unit Description:

As students have now gained explicit knowledge into the importance and structure of looking closely into a specified text, students will deepen knowledge through exploring unfamiliar rhetoric. Through the approximate months of January through mid-March, students will work specifically with the more dramatic genre of the English play. Here, students will learn to read, translate, interpret, and analyze rhetoric within a Shakespearean tragedy.

The first major skill students will acquire is the knowledge of support-based analysis. Through reading, translating, and analyzing Shakespearean text, students will often address argumentative issues within the text. On a regular basis, students will respond to both teacher and student generated prompts to formulate a supported opinion on an issue presented in their reading, create a response, and defend their responses using specific support from the text. After gaining the knowledge of theme-based activities within Unit One, students will use this skill to work to understand character motivation within a text, as well as explore how the tone and mood affect the course of a text, specifically a tragedy.

The second major skill students will acquire is the application of evidence-based arguments. This skill allows for analysis to have a firm structural base. Through reading Shakespearean tragedy, students will use the text-based knowledge they have acquired to continue answering close reading questions with formal support. Students will practice this skill through a series of informal analysis, culminating with an argumentative essay.

Essential Questions	Enduring Understandings
1. What makes a person persuasive?	1. Within a drama, there are a variety of characters with opposing motives. In exploring these motives, readers can see that each character has a specific goal in mind; in order to achieve that goal, a character must be persuasive. Through exploring the rhetorical devices – ethos, pathos, and logos – students will be able to paint a clearer picture of characterization within a text, particularly a more dramatic text than the summer reading. Through studying the art of persuasion, students can uncover yet another element of close

Essential Questions	Enduring Understandings
	reading, and begin to gather supporting elements for an argumentative essay.
2. How do an author's choices affect the way readers analyze characters?	2. As readers, students will inevitably make judgments about characters within a text. Not only will they be held accountable for defending these choices through citing characters' actions but also through citing the author's choices. This gives students the canvas for analysis of an author's scope. In doing so, students will be able to gain perspective on how author style affects both the large scale decisions and the minute details of a text.
3. What elements of human nature remain the same despite the time period?	3. Although we will read several texts that fall under the title of a drama, the motivations and struggles of characters remain similar from a time period in ancient Greece, to Rome, to the United States in present day. This unit allows students to discover true elements of human nature, and how the mind's makeup and desires have not changed in centuries. In doing this, we will again be able to think deeply about a text to truly discern new meanings.
4. How do writers construct an effective argumentative essay?	4. With each new novel, students will discover that there are a variety of plausible responses to a question. Building on prior knowledge of close reading, citing evidence informally, and now citing evidence formally, students will demonstrate their knowledge of argumentative writing through the use of the specified texts. In doing so, students will extend knowledge from narrative writing and their own personal realities to

Essential Questions	Enduring Understandings
	argumentative writing and the endless options for why characters behave the way they do.

Relevant Standards:	Learning Goals:	Learning Objectives:

Content Standards: Power or Primary
 	
NJSLSA.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 	
NJSLSA.RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
 	
NJSLSA.W.9-10.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 	
    ● **NJSLSA.W.9-10.1.A**
    Introduce precise claim(s), distinguish
	1. Students will be able to understand how an author employs rhetorical devices as a means of persuasion within a Shakespearean text and be able to inspect and analyze these elements of persuasion within a text.
	
	2. Students will be able to understand how an author constructs a specific passage to exemplify the qualities of a character and be able to use this process to analyze specific characters within a text.
	
	3. Students will be able to understand argumentative writing, synthesize argumentative techniques, and be able to construct clear and coherent argumentative writing using textual evidence.
		1. Make connections from basic elements of a tragedy to William Shakespeare.
		2. Read and analyze an informational text detailing Shakespeare's impact on today's society.
		3. Demonstrate understanding of developing characterization within a text through group annotation.
		4. Demonstrate understanding of preliminary character development through group presentations.
		5. Summarize thematic elements of a text with one sentence—then one word to reveal the most essential information.
		6. Reflect on thesis writing.
		7. Revise weak support within a written work.
		8. Differentiate between the effectiveness of reading a script and watching or visualizing a script through a video adaptation.
		9. Discuss close reading notes in groups.
		10. Visualize rhetorical devices within conversations through acting out a scene.

Relevant Standards:	Learning Goals:	Learning Objectives:
the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ● **NJSLSA.W.9-10.1.B** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ● **NJSLSA.W.9-10.1.C** Use words, phrases, and 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. ● **NJSLSA.W.9-10.1.D** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline		11. Demonstrate understanding of rhetoric by making observations and analyzing close readings. 12. Modernize rhetoric within a scene. 13. Describe and review character relationships through participating in a group write around. 14. Demonstrate knowledge of characterization, events, and rhetorical devices within a text through completing a formative assessment. 15. Synthesize written language to speech by acting out a scene from a text. 16. Analyze a specific portion of text focusing on word usage and rhyme. 17. Actively discuss and support opinions about a text. 18. Complete a one-minute essay supporting characters within a text. 19. Reflect on one page essays. 20. Reflect on strengths and weaknesses within comprehension of a text. 21. Participate in a chalkboard/Promethean Board splash. 22. Analyze class notes through completing a close reading on a specific text.

Relevant Standards:	Learning Goals:	Learning Objectives:
in which they are writing. ● **NJSLSA.W.9-10.1.E** Provide a concluding statement or section that follows from and supports the argument presented. **Supportive (Secondary):** **NJSLSA.RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development 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. **NJSLSA.RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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). **NJSLSA.RL.9-10.5**		23. Demonstrate knowledge of both characterization and rhetoric within a text through completing a formative assessment. 24. Write creatively about the implementations of events and speech within a text. 25. Analyze journal entries in groups. 26. Synthesize the effect wording has on the characterization and mood of a text. 27. Demonstrate knowledge of characterization and rhetorical devices through completing a summative assessment. 28. Synthesize the connection between rhetoric and characterization through a freeze frame montage. 29. Summarize meaning within a text. 30. Make connections from a text to song lyrics. 31. Compare characterization of fictional characters to modern day leaders. 32. Analyze a specified text from multiple perspectives. 33. Cite evidence defending character flaws and strengths within a text. 34. Demonstrate understanding of characterization by making observations, analyzing, and explaining word choice close readings.

KRSD Office of Curriculum and Instruction

Relevant Standards:	Learning Goals:	Learning Objectives:
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **NJSLSA.RL.9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **NJSLSA.RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **NJSLSA.RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		35. Discuss argumentative writing through group and individual reflection. 36. Debate the validity of multiple perspectives within one text. 37. Cite evidence defending character flaws and strengths within a text. 38. Demonstrate knowledge of characterization and key events throughout a text through completing a formative assessment. 39. Synthesize knowledge of character motivation through creating and detailing a concept map. 40. Differentiate between clarity and confusion through the use of highlighting various portions of a text. 41. Design a theme to represent connections between a poem and a text. 42. Make connections from specific texts to the overall theme of a play. 43. Critique effectiveness of argumentative essays. 44. Draw conclusions about characters based on the support provided within an argumentative essay.

Relevant Standards:	Learning Goals:	Learning Objectives:
NJSLSA.RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. **NJSLSA.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **NJSLSA.RI.9-10.2** Determine a central idea of a text and analyze its development 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. **NJSLSA.RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **NJSLSA.RI.9-10.8**		

Relevant Standards:	Learning Goals:	Learning Objectives:
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **NJSLSA.RI.9-10.10** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. **NJSLSA.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **NJSLSA.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)		

Relevant Standards:	Learning Goals:	Learning Objectives:
NJSLSA.W.9-10.6 Use technology, including the Internet, to produce, publish, 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. **NJSLSA.W.9-10.7** 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. **NJSLSA.W.9-10.8** 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.		

Relevant Standards:	Learning Goals:	Learning Objectives:
NJSLSA.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. ● NJSLSA.W.9-10.9.A Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). ● NJSLSA.W.9-10.9.B Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). **NJSLSA.W.9-10.10**		

Relevant Standards:	Learning Goals:	Learning Objectives:
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. **NJSLSA.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **NJSLSA.SL.9-10.1.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. **NJSLSA.SL.9-10.1.C** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others		

Relevant Standards:	Learning Goals:	Learning Objectives:
into the discussion; and clarify, verify, or challenge ideas and conclusions. ● **NJSLSA.SL.9-10.1.D** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of make new connections in light of the evidence and reasoning presented. **NJSLSA.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **NJSLSA.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		

Relevant Standards:	Learning Goals:	Learning Objectives:

NJSLSA.SL.9-10.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 	
NJSLSA.SL.9-10.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)
 	
NJSLSA.L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 	
    ● NJSLSA.L.9-10.1.A
      Use parallel structure.*
 	
NJSLSA.L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		

KRSD Office of Curriculum and Instruction

Relevant Standards:	Learning Goals:	Learning Objectives:
● NJSLSA.L.9-10.2.B Use a colon to introduce a list or quotation. ● NJSLSA.L.9-10.2.C Spell correctly. **NJSLSA.L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ● NJSLSA.L.9-10.3.A Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type. **NJSLSA.L.9-10.4** 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.		

Relevant Standards:	Learning Goals:	Learning Objectives:
● NJSLSA.L.9-10.4.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. **NJSLSA.L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● NJSLSA.L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. ● NJSLSA.L.9-10.5.B Analyze nuances in the meaning of words with similar denotations. **NJSLSA.L.9-10.6** 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; demonstrate independence in gathering vocabulary		

Relevant Standards:	Learning Goals:	Learning Objectives:
knowledge when considering a word or phrase important to comprehension or expression.		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
Questioning Discussions Exit Slips Graphic Organizers Think/Pair/Share Quizzes Journal Entries Self-Assessment Close Reading Practice Rhetorical Methods Quiz Passage Translations Text Interpretations One-page argumentative paper	Unit Test Argumentative Essay Scene Reenactment Vocabulary Quizzes Common Summative Assessment	Acting Out Scenes Modernized Passage Presentations Scene Reenactment Unit Menu	Unit Test Argumentative Essay

Possible Assessment Modifications/Accommodations			
Special Education Students	ELLs (English Language Learners)	At-Risk Students	Gifted Students

Possible Assessment Modifications/Accommodations			
Accommodations ● Additional time ● Vary test formats ● Vary essay lengths ● Highlight/emphasize key directions ● Pace long-term projects ● Allow redos/retakes ● Preview test procedures ● Provide assistance/cues for transition between activities ● FM system **Modifications** ● Oral testing ● Modify/repeat/model directions ● Utilize multi-sensory modes to reinforce instruction ● Use text/workbooks/worksheets at a modified reading level ● Utilize audio/recorded books	**Accommodations** ● Visual chart/cues ● Use Manipulatives ● Demonstrations for key concepts ● Pre-teach all vocabulary ● Graphic organizers ● Give oral prompts/cues ● Additional time on assignments ● Learning objectives written on the board daily ● Word Walls ● Sentence Frames ● Multiple Choice Format ● Use native language (directions) ● Read directions aloud ● Highlight/underline key words ● Simplify language ● Single step directions **Modifications** ● Shortening assignments	**Accommodations** ● Additional time ● Clarify test directions ● Allow re-dos/retakes ● Vary test formats ● Provide study guides prior to tests ● Frequent rest breaks ● Highlight key directions ● Preview test procedures ● Chunk long-term assignments ● Pace long-term projects **Differentiation** ● Multiple texts (leveled reading) ● Tiered homework assignments ● Choice of writing topics ● Choice of test format ● Learning Menus/Choice Boards ● RAFT	**Accommodations/Differentiation** ● Tiered assignments ● Multiple texts (leveled reading) ● Tiered homework assignments ● Learning Menus/Choice Boards ● Writer's Notebook ● Mini-lessons/Small group instruction (specific topics for specific student groups) ● One-on-one conferences/use individual writing goal sheet ● Learning Stations ● Flexible grouping ● Learning Contracts ● Curriculum compacting ● Jigsaw

Possible Assessment Modifications/Accommodations			
- Utilize graphic/pictorial mode materials - Color code materials - Utilize large print - Limited multiple choice - Student writes on test - Rephrase test questions/directions - Test study guide - Simplify test wording - Tests Read Aloud - Small group testing **Differentiation** - Enhanced directions - Multiple texts (leveled reading) - Tiered homework assignments - Choice with writing topics - Learning menus/ choice boards - RAFT - Modified tasks	(altering rigor/complexity of the assignment) - Allow outlining - Reworded questions/problems in simplified language - Oral testing (reading comprehension) - Accept short answers - Choice of test format **Differentiation** - Enhance directions - Multiple texts (leveled reading)/texts in native language - Choice with writing topics - Choice of the test format (projects replace written tasks for Level 1 ELL students) - shortened assignments - RAFT - Mini-lessons/Small group instruction (specific topics for		

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Possible Assessment Modifications/Accommodations			
	specific student groups) ● One-on-one conferences/use individual writing goal sheet ● Learning Stations ● Multiple texts (leveled reading)/use native language for Level 1 ELL students ● Flexible grouping ● Tiered assignments ● Interactive ● Notebooks/Writer's Notebook ● Jigsaw		

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)
Scaffolding Modeling Cooperative Learning Direct Instruction Graphic Organizers Compare/Contrast Homework Note-taking Guided and Independent Practice/Monitoring Journaling Organizing Students for Cognitively Complex Tasks

Reflections

Possible Instructional Modifications/Accommodations/Differentiation
Other organizational models besides the Ethos, Pathos, Logos notes
Graphic organizers to build added understanding
Shorter passage to minimize confusion
Text is read aloud to the student on specific passages as per IEP accommodations
Differentiated short stories to maximize learning
The student highlights text as needed to recall and/or emphasize.
The student uses writing process tools for written responses (cut and paste, copy, underline, bold, and insert bullets).
Spacing of questions and responses; enlarged text and graphics for students with sight problems
The student may be provided blank sheet(s) of paper on which to plan or organize item responses
The student highlights items to review later with a highlighter
Teacher clarifies directions and questions as needed
State/highlight key points for students to focus on
Provide graphic organizers/ worksheet guidelines to analyze speeches
Read speeches and have students read again for deeper understanding along with close reading.
Arrange students—for pairing, grouping, and direct instruction (flexible grouping)
Direct instruction for groups of students who are having trouble understanding the speeches
Homework assignments
Learning Contracts
Learning Stations
Literature Circles
Multiple texts
Learning Menus/Choice Boards
Tiered assignments
Enhanced directions

Unit Vocabulary

Essential: rhetorical devices, ethos, pathos, logos, iambic pentameter, persuasion, argumentative writing, support-based evidence, evidence-based argument, thesis statement/claim, parenthetical citation, Works Cited, argumentative essay, evidence, analysis, topic sentence, rebuttal, evolved thesis, SOAPS (speaker, occasion, audience, purpose, subject)
Non-Essential: *Julius Caesar* vocabulary terms

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes: P21 Framework Toolkit	21st Century Skills: P21 Framework Toolkit
Visual and Performing Arts **AR.9-12.1.1.12.C.1** Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions. **AR.9-12.1.1.12.C.2** Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques. 21st Century Life and Careers	S- Students will view different examples of ethos, pathos, and logos in advertising. -Students will watch various versions of Julius Caesar (Speeches). -Students will use Google Docs to type argumentative essays. A- Students will create a document in Google Docs. They will compare and contrast the impact of each version with the actual text. (ethos, pathos, and logos)	__X__ Global Awareness (Understanding Shakespearean theater) __X__ Civic Literacy (Integrating historical implications of Julius Caesar's death as it compares to William Shakespeare's adaptation)	__X__ Creativity & Innovation (Visual and verbal examples of vocabulary Shakespearean style usage by way of skits, PowerPoints, models, etc.) __X__ Critical Thinking and Problem Solving (close reading excerpts and articles from databases related to themes in unit texts) __X__ Communication & Collaboration (Socratic Seminars and debate)

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes: P21 Framework Toolkit	21st Century Skills: P21 Framework Toolkit
WORK.9-12.9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. **WORK.9-12.9.1.12.1** The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. **WORK.9-12.9.1.12.2** Ethical behaviors support human rights and dignity in all aspects of life.	-Teacher will provide immediate feedback using the comment tool on Google Docs. M- Students will work in pairs to create a commercial on the class Youtube channel exhibiting either ethos, pathos, or logos. R- Students from other classes will view the commercials created and vote for the best example of either ethos, pathos, or logos. using a Google Form		

Resources
Texts/Materials: *Glencoe Literature* textbook (*Julius Caesar* by William Shakespeare) "If we must die" by Claude McKay "Do not go gentle into that good night" by Dylan Thomas Various forms of poetry *Newsela* *CommonLit*

- *Julius Caesar* by William Shakespeare
- *Antigone* by Sophocles
- *A Midsummer Night's Dream* by William Shakespeare
- "If We Must Die" by Claude McKay
- "Do Not Go Gentle into That Good Night" by Dylan Thomas
- Various court cases

Academic English 10 **Unit Three**: Deepening Understanding through Research Writing	Recommended Duration: mid March - April (6 weeks)

Unit Description:
Within this unit and second half of the school year, students will begin making connections within various forms of texts and scopes. The texts chosen throughout the second semester have worldly ideas and themes, thereby requiring students to understand and interpret the conflicts, decisions, and lessons that both realistic and fictional characters' face. Within this unit, students will be learning specifically to analyze conflict within characters, the connection between a text and its source material, and the expanded knowledge required to effectively write an informative research essay.

The progression of text choice within this unit requires students to identify, analyze, and synthesize realistic conflicts occurring within a series of nonfiction articles and texts. Close readings of these pieces of ~~literature~~ will allow students to differentiate between various types of conflict present, as well as form text to self, text to text, and text to world connections. As well as understanding conflict, students will be urged to understand, appreciate, and explicate the relationships between each text and its source, thereby forming hopeful long-lasting associations.

In the previous unit, students focused on learning the proper structure of not only identifying plausible evidence, but also making evidence based claims. Students will continue this process through reading a series of both realistic fiction and nonfiction texts. Students' end goal for this unit will be to develop and hone writing skills to properly inform a reader about a given topic in the form of a research paper. Through the act of synthesizing relevant and realistic information within fiction and nonfiction texts, students will work towards writing grade-appropriate informative essays, expanding their scope of knowledge past simply the characters in a novel, but rather the realistic implications of their struggles and successes.

Essential Questions	Enduring Understandings
1. To what degree can a society achieve peace?	1. Within this unit, students will explore the opposing concepts of war and peace. All texts involved will force students to question the capability of a person, group, or society to truly achieve peace. As these texts talk specifically about forms of war, students will look more deeply into the implications of the outcomes of such a situation. Is it possible for a conflict to be truly resolved where all parties are completely satisfied? Is there a possibility for overall peace in a society? In pondering these thoughts, students will be thinking deeply both into the text but also into the realistic elements of their reading and discussing why this subject is so relevant to our lives today and always.
2. How does perspective affect the perception of right and wrong?	2. A particularly important aspect of the literature studied in this unit is perspective. Perspective often translates into reality for both characters within novels and two opposing sides in conflict. In looking more deeply into perception, students will analyze the importance of a character's inner thoughts, and how these inner thoughts shape and affect personal relationships. Through this, students will be able to scrutinize the author's motivation and inspiration for creating characters with their given opinions and views.
3. How does an author impact a reader's experience from drawing from the themes and ideas of source material?	3. Not only will students be required to appreciate and understand the themes present within a text, they will be charged with contemplating the sources from which an author draws inspiration. By considering how an author makes decisions, students will be encouraged to reflect on their own reading experience within each text. This allows students

Essential Questions	Enduring Understandings
	to continue making connections, specifically text to self, text to text, and text to world connections on a broader field of knowledge. This also will give struggling and/or unmotivated readers the opportunity to appreciate the source and struggles that inspired the literature they are reading.
4. In what way can conflict lead to change?	4. In considering this question, students will be able to consider possible realistic associations from a specific text to an element of history or current events. This will allow students to enter the frame of mind necessary to begin organizing and executing an informative essay connecting a text to an element of nonfiction.
5. How does a reader determine a relevant source from a truly effective source?	5. Students will determine which sources are relevant. To carry on preparing for more complex texts and research topics, sophomore students must be versed in not only determining which sources are relevant but also regulating the degree of effectiveness said sources hold. As writers, they must strive to not only prove their point but also prove it beyond any doubt. This skill further prepares them to take on more complex texts and more complex research.
6. How do writers construct an effective research paper?	6. The ultimate goal of this unit is to use the writing to create a research paper. In order to fully answer this process, students will be learning about and practicing the elements of source retrieval, quote integration, MLA format, analysis, plagiarism, and other elements of research. The completion of this task will move students a step closer to the answer.

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Essential Questions	Enduring Understandings

Relevant Standards	Learning Goals	Learning Objectives
Content Standards: Power or Primary **NJSLSA.RL.9-10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **NJSLSA.RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **NJSLSA.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the	1. Students will be able to understand conflicts characters face within a text and be able to differentiate how these conflicts impact character motivation. 2. Students will be able to understand the source material of a text and be able to evaluate the impact it has on events and characters. 3. Students will be able to understand the application of drawing evidence from literature and/or informational texts through research-based writing and will be able to use textual evidence to produce a clear and coherent argument.	1. Make observations to connect prior knowledge to samples of text. 2. Categorize preliminary conflicts within a text; demonstrate knowledge of characterization in a text through group discussion. 3. Interpret characterization and conflicts present within a text through completing a close reading. 4. Demonstrate knowledge of characterization in a text through group discussion. 5. Demonstrate knowledge of characterization in a text through group discussion. 6. Draw conclusions about characters, conflicts, and essential events within a text. 7. Interpret characterization and conflicts present within a text through completing a close reading. 8. Critique events, characters, and conflicts within a text through participating in a "two cents" discussion.

Relevant Standards	Learning Goals	Learning Objectives
effective selection, organization, and analysis of content. ● **NJSLSA.W.9-10.2.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 aiding comprehension. ● **NJSLSA.W.9-10.2.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. ● **NJSLSA.W.9-10.2.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.		9. Demonstrate knowledge of character conflict within a text through completing a formative assessment. 10. Differentiate essential passages from nonessential passages within a text. 11. Analyze close reading passage in small groups. 12. Differentiate essential passages from nonessential passages within a text. 13. Perform critical analysis on close reading passages through class presentations. 14. Critique the effectiveness of comparing the conflicts and characters of a primary text to secondary texts. 15. Analyze developing conflicts and characters through participating in a "jigsaw" activity. 16. Differentiate between character motivations throughout the texts. 17. Differentiate between conflict and character perspective through writing. 18. Create a class definition for the title of a text. 19. Prepare notes to demonstrate opposing viewpoints of characters. 20. Form hypothesis based on opposing viewpoints. 21. Test hypothesis based on a text through participation in a class debate.

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Relevant Standards	Learning Goals	Learning Objectives
● **NJSLSA.W.9-10.2.D** Use precise language and domain-specific vocabulary to manage the complexity of the topic. ● **NJSLSA.W.9-10.2.E** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ● **NJSLSA.W.9-10.2.F** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **Supportive (Secondary):** **NJSLSA.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		22. Synthesize close reading questions and notes through participation in a Socratic Seminar. 23. Make connections about conflicts, themes, critiques, and general observations about a text. 24. Demonstrate knowledge of conflicts, themes, characterization, and close reading through completing a summative assessment. 25. Synthesize themes learned through a series of texts through an informative essay. 26. Cite textual evidence to support a specified topic. 27. Develop a topic through the integration of facts from various texts. 28. Develop a formal style of writing to support claims. 29. Decide which organizational method is most effective for purpose, task, and audience. 30. Expand the scope of ideas by making connections to worldly concepts within a text. 31. Include facts, concrete details, definitions, quotations, examples/info that are relevant, well-chosen, and sufficient. 32. Address any possible concerns of a reader. 33. Thoroughly describe and explain a topic. 34. Use appropriate, relevant, and varied transitions.

Relevant Standards	Learning Goals	Learning Objectives
NJSLSA.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development 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. **NJSLSA.RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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). **NJSLSA.RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **NJSLSA.RL.9-10.10** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems,		35. Use precise language and domain-specific vocabulary (topic-specific). 36. Using sources that are appropriate to purpose, task, and audience. 37. Vary purpose, task, and audience. 38. Strong development of writing traits (introduction, body paragraphs, conclusion). 39. Utilizing mentor texts to apply techniques and style in writing. 40. Apply appropriate attention to word choice, style, and tone. 41. Integrate multimedia when appropriate. 42. Reflect on successes and struggles within Unit Three goals. 43. Create resolutions for Unit Four.

Relevant Standards	Learning Goals	Learning Objectives
at the high end of the grades 9-10 text complexity band independently and proficiently. **NJSLSA.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **NJSLSA.RI.9-10.2** Determine a central idea of a text and analyze its development 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. **NJSLSA.RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **NJSLSA.RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze		

Relevant Standards	Learning Goals	Learning Objectives
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). **NJSLSA.RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **LA.9-10.NJSLSA.RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **NJSLSA.RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **NJSLSA.RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the		

Relevant Standards	Learning Goals	Learning Objectives

reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
 	
NJSLSA.RI.9-10.9
Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
 	
CSS.RI.9-10.10
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
 	
NJSLSA.W.9-10.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    ● **NJSLSA.W.9-10.1.A**
       Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that		

Relevant Standards	Learning Goals	Learning Objectives
establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ● **NJSLSA.W.9-10.1.B** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ● **NJSLSA.W.9-10.1.C** Use words, phrases, and 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. ● **NJSLSA.W.9-10.1.D** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		

Relevant Standards	Learning Goals	Learning Objectives
● **NJSLSA.W.9-10.1.E** Provide a concluding statement or section that follows from and supports the argument presented. **NJSLSA.CCRA.W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **NJSLSA.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **NJSLSA.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should		

Relevant Standards	Learning Goals	Learning Objectives
demonstrate command of Language standards 1-3 up to and including grades 9-10 here.) **NJSLSA.W.9-10.6** Use technology, including the Internet, to produce, publish, 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. **LA.9-10.NJSLSA.W.9-10.7** 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. **NJSLSA.W.9-10.8** 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,		

Relevant Standards	Learning Goals	Learning Objectives
avoiding plagiarism and following a standard format for citation. **NJSLSA.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. ● NJSLSA.W.9-10.9.A Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). ● NJSLSA.W.9-10.9.B Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").		

Relevant Standards	Learning Goals	Learning Objectives
NJSLSA.W.9-10.10 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. **NJSLSA.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL.9-10.1.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. ● NJSLSA.SL.9-10.1.C		

Relevant Standards	Learning Goals	Learning Objectives
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. ● NJSLSA.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **NJSLSA.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **NJSLSA.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any		

Relevant Standards	Learning Goals	Learning Objectives
fallacious reasoning or exaggerated or distorted evidence. **NJSLSA.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **NJSLSA.SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **NJSLSA.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)		

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Relevant Standards	Learning Goals	Learning Objectives
NJSLSA.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **NJSLSA.L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ● NJSLSA.L.9-10.3.A Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type. **NJSLSA.L.9-10.4** 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.		

Relevant Standards	Learning Goals	Learning Objectives
NJSLSA.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● NJSLSA.L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. ● NJSLSA.L.9-10.5.B Analyze nuances in the meaning of words with similar denotations. **NJSLSA.L.9-10.6** 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

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Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
Questioning Discussions Exit Slips Graphic Organizers Think/Pair/Share Quizzes Journal Entries Self-Assessment Close Reading Practice Rhetorical Methods Quiz Passage Translations Text Interpretations One page argumentative paper	Unit Test Vocabulary Quizzes Common Summative Assessment Research Paper	Debate Literature Circles Poetry Readings Poetry Connection Presentations	Unit Test Informative Essay Research Paper

Possible Assessment Modifications/Accommodations			
Special Education Students	ELLs (English Language Learners)	At-Risk Students	Gifted Students
Accommodations ● Additional time ● Vary test formats ● Vary essay lengths ● Highlight/emphasize key directions	**Accommodations** ● Visual chart/cues ● Use Manipulatives ● Demonstrations for key concepts ● Pre-teach all vocabulary	**Accommodations** ● Additional time ● Clarify test directions ● Allow re-dos/retakes ● Vary test formats ● Provide study guides prior to	**Accommodations/Differentiation** ● Tiered assignments ● Multiple texts (leveled reading) ● Tiered homework assignments ● Learning Menus/Choice Boards ● Writer's Notebook

Possible Assessment Modifications/Accommodations			
● Pace long-term projects ● Allow redos/retakes ● Preview test procedures ● Provide assistance/cues for transition between activities ● FM system **Modifications** ● Oral testing ● Modify/repeat/model directions ● Utilize multi-sensory modes to reinforce instruction ● Use text/workbooks/worksheets at a modified reading level ● Utilize audio/recorded books ● Utilize graphic/pictorial mode materials ● Color code materials ● Utilize large print ● Limited multiple choice ● Student writes on test	● Graphic organizers ● Give oral prompts/cues ● Additional time on assignments ● Learning objectives written on the board daily ● Word Walls ● Sentence Frames ● Multiple Choice Format ● Use native language (directions) ● Read directions aloud ● Highlight/underline key words ● Simplify language ● Single step directions **Modifications** ● Shortening assignments (altering rigor/complexity of the assignment) ● Allow outlining	tests ● Frequent rest breaks ● Highlight key directions ● Preview test procedures ● Chunk long-term assignments ● Pace long-term projects **Differentiation** ● Multiple texts (leveled reading) ● Tiered homework assignments ● Choice of writing topics ● Choice of test format ● Learning Menus/Choice Boards ● RAFT	● Mini-lessons/Small group instruction (specific topics for specific student groups) ● One-on-one conferences/use individual writing goal sheet ● Learning Stations ● Flexible grouping ● Learning Contracts ● Curriculum compacting ● Jigsaw

Possible Assessment Modifications/Accommodations			
● Rephrase test questions/directions ● Test study guide ● Simplify test wording ● Tests Read Aloud ● Small group testing	● Reworded questions/problems in simplified language ● Oral testing (reading comprehension) ● Accept short answers ● Choice of test format		
Differentiation ● Enhanced directions ● Multiple texts (leveled reading) ● Tiered homework assignments ● Choice with writing topics ● Learning menus/ choice boards ● RAFT ● Modified tasks	**Differentiation** ● Enhance directions ● Multiple texts (leveled reading)/texts in native language ● Choice with writing topics ● Choice of the test format (projects replace written tasks for Level 1 ELL students) ● shortened assignments ● RAFT ● Mini-lessons/Small group instruction (specific topics for specific		

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Possible Assessment Modifications/Accommodations			
	student groups) ● One-on-one conferences/use individual writing goal sheet ● Learning Stations ● Multiple texts (leveled reading)/use native language for Level 1 ELL students ● Flexible grouping ● Tiered assignments ● Interactive ● Notebooks/Writer's Notebook ● Jigsaw		

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)
Scaffolding Modeling Cooperative Learning Direct Instruction Graphic Organizers Compare/Contrast Homework

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)
Note-taking Guided and Independent Practice/Monitoring Journaling Organizing Students for Cognitively Complex Tasks Reflections

Possible Instructional Modifications/Accommodations/Differentiation
Other organizational models besides the Ethos, Pathos, Logos notes Graphic organizers to build added understanding Shorter passage to minimize confusion Text is read aloud to the student on specific passages as per IEP accommodations Differentiated short stories to maximize learning The student highlights text as needed to recall and/or emphasize The student uses writing process tools for written responses (cut and paste, copy, underline, bold, and insert bullets) Spacing of questions and responses Enlarged text and graphics for students with sight problems The student may be provided blank sheet(s) of paper on which to plan or organize item responses The student highlights items to review later with a highlighter Clarification - directions and questions Graphic organizers Flexible grouping—pairing, grouping, and direct instruction (flexible grouping) Direct instruction Homework assignments Learning Contracts Learning Stations Literature Circles

Possible Instructional Modifications/Accommodations/Differentiation
Multiple texts
Learning Menus/Choice Boards
Tiered assignments
Enhanced directions

Unit Vocabulary
Essential: external conflict, internal conflict, source material, informative/explanatory essay, MLA format, ~~World War II~~, style, description, compare and contrast, order and sequence, problem and solution, cause and effect, topic of inquiry, parenthetical citations, reliable sources, unreliable sources, research   **Non-Essential:**

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes: P21 Framework Toolkit	21st Century Skills: P21 Framework Toolkit
Social Studies **SOC.9-12.6.1.12.11** The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women. **SOC.9-12.6.1.12.A.4.d**	S- Use Google Docs to type the research essay. - Students will view interviews with veterans who suffer from PTSD. A- The teacher will use the comment feature in Google Docs to provide immediate feedback. -Students will provide immediate feedback using the comment feature in Google Docs. -Students will work in pairs to create a Google Doc responding to	__X__ Global Awareness Macro and Micro effects of war __X__ Health Literacy Research on issues like PTSD and Grief.	__X__ Creativity & Innovation Translation of textual material by way of poem writing, POV writing, oral performances, etc.) __X__ Media Literacy Explore multiple resources online and in print format. Exploring the validity of multiple forms of evidence. __X__ Critical Thinking and Problem Solving

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes: P21 Framework Toolkit	21st Century Skills: P21 Framework Toolkit
Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans. 21st Century Life and Careers **WORK.9-12.9.1.12.A.1** Apply critical thinking and problem-solving strategies during structured learning experiences. **WORK.9-12.9.1.12.1** The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	the personal experiences they viewed regarding PTSD. M- Students will read and respond to the immediate feedback provided by both teachers and peers on Google Docs. R- Students will create a found poem based on the concept of PTSD in the text. They will upload their poem to Google Docs and students from other classes will use the comment tool in Google Docs to annotate another student's poem.		Research and development of issues of PTSD and Grief related to War. __X__ Information & Communication Citation and Paraphrasing of specific content material __X__ Communication & Collaboration Peer editing of material __X__ Information Literacy Research materials in connection with literary works

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes: P21 Framework Toolkit	21st Century Skills: P21 Framework Toolkit

Resources
Texts/Materials:

Texts/Materials:
Poetry
Movie: excerpts from *Dead Poet's Society*
Nonfiction articles/texts
Librarian Selected articles – research paper materials

Academic English 10 **Unit Four**: Understanding Perspectives Through Realistic Fiction and Nonfiction Texts	Recommended Duration: May-June (6-7 weeks)

Unit Description:
The final unit of the school year for sophomore English culminates with the exploration of realistic fiction and nonfiction texts to connect with individual expression. Through reading dystopian fiction, students will correlate the fictional situations through which character interact with events existing in modern society. Students will write freely and creatively on a regular basis, will synthesize their understanding of opposing relationships. This unit will culminate with a final assessment centering on a unique expression of ideas.

Essential Questions	Enduring Understandings
1. Can a person truly change?	1. The remaining texts for this fourth quarter of the year center consistently on characters that face life-changing experiences. For readers of fiction and for general curiosity, students will ponder the question can people actually change. As close readers, students will explore this question in conjecture of each character's purpose in each novel, as well as their own purpose as tenth graders. There may not be a concrete answer to a question such as this, thereby allowing students the change to get more comfortable in areas of gray. 2. Through exploring this question, students are able to reflect on their own experience as readers and estimate the possible motives that an

Essential Questions	Enduring Understandings
2. To what extent does author's purpose impact a reader's experience?	author could have for his style. It becomes increasingly necessary with each novel for students to reflect on how each author and novel impacts their enjoyment and understanding of a novel. This will empower readers to own their experience with as many different types of novels as possible.
3. How does the cultural background of an author impact his style?	3. In answering this question, students place themselves in the mindset of research. Searching for the source of an author's cultural background aids readers in their knowledge base of the author's purpose, the author's style, and the author's choices manifested in the text. Students can once more reflect on their own background and culture so that they can see how and why their own style of writing either complements or differs from the authors about which they learn.
4. How do authors construct an effective narrative text?	4. Throughout the duration of the school year, students will be developing their opinions about themes, characters, and rhetoric within texts. While students will spend an immense amount of time justifying their opinions, it is essential that students are able to expand on the personal connections they make to each text. Through reading the texts from Unit One, students will be given the opportunity to not only characterize protagonists through analysis but also apply this characterization through their own writing. Students will draw from the experiences of characters to write their own personal narratives, placing themselves within similar situations and/or narrating similar

Essential Questions	Enduring Understandings
	themes or lessons they have learned. In doing so, students will be able to insert themselves in each story and reveal similarities or differences that may not seem obvious at first glance.

Relevant Standards:	Learning Goals:	Learning Objectives:
Content Standards: Power or Primary **NJSLSA.RL.9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **NJSLSA.RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **NJSLSA.RL.9-10.2**	1. Students will understand how an author's choices concerning how to structure a text affect its tone and will be able to synthesize how cultural point of view contributes to this change. Standard? 2. Students will understand the theme of a text and will be able to analyze its development, including how it emerges and how it is shaped throughout the text. 3. Students will understand narrative writing, synthesize narrative techniques, and be able to construct a narrative that develops realistic experiences and events	1. Identify the historical background surrounding the events within a text. 2. Define and make observations about the preface of a text. 3. Estimate the motivations behind initial characterization within a text. 4. Identify patterns within a character's actions; make predictions about future events within a text. 5. Classify characters based upon their actions. 6. Investigate connections between character actions and historical context. 7. Cite evidence from the text to support characterization. 8. Appraise the effects music has on a reader's response to a character.

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Relevant Standards:	Learning Goals:	Learning Objectives:
Determine a theme or central idea of a text and analyze in detail its development 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. **NJSLSA.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **NJSLSA.W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences ● NJSLSA.W.9-10.3.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. ● NJSLSA.W.9-10.3.B Use narrative techniques, such as		9. Synthesize close reading questions through participation in a Socratic Seminar. 10. Demonstrate knowledge of characterization, events, and conflict present within a text through completing a formative assessment. 11. Differentiate between written and visual adaptations of the same text. 12. Make connections from themes present within a text through completing a close reading. 13. Make connections from text to self to prove the dynamic nature of a character. 14. Differentiate between a single dynamic character and his varying roles throughout a text. 15. Make judgments about a specific event within a text through a "two cents" discussion. 16. Create themes to connect characters to the tones they produce within a text. 17. Demonstrate understanding of close reading a text through completing a formative assessment. 18. Make connections from the tone of a text to its effect on the reader through grouped close readings. 19. Analyze the impact of symbolism on the overall tone and theme of a text.

Relevant Standards:	Learning Goals:	Learning Objectives:
dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ● NJSLSA.W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● NJSLSA.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● NJSLSA.W.9-10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **NJSLSA.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and		20. Analyze the development of a protagonist as he is defined from the exposition of a text to its dénouement. 21. Demonstrate knowledge of tone, theme, and text to world connections within a text through completing a summative assessment. 22. Make connections from comprehensive text list to construct a personal reflection. 23. Define final successes and struggles within the school year.

Relevant Standards:	Learning Goals:	Learning Objectives:
research. ● NJSLSA.W.9-10.9.A Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). ● NJSLSA.W.9-10.9.B Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). **Supportive (Secondary):** **NJSLSA.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		

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Relevant Standards:	Learning Goals:	Learning Objectives:
NJSLSA.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **NJSLSA.RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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). **NJSLSA.RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **NJSLSA.RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how		

Relevant Standards:	Learning Goals:	Learning Objectives:
Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **NJSLSA.RL.9-10.10** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. **NJSLSA.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **NJSLSA.RI.9-10.2** Determine a central idea of a text and analyze its development 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. **NJSLSA.RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are		

Relevant Standards:	Learning Goals:	Learning Objectives:
introduced and developed, and the connections that are drawn between them. **NJSLSA.RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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). **NJSLSA.RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **NJSLSA.RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **NJSLSA.RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which		

Relevant Standards:	Learning Goals:	Learning Objectives:
details are emphasized in each account. **NJSLSA.RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **NJSLSA.RI.9-10.9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. **NJSLSA.RI.9-10.10** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. **NJSLSA.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid		

Relevant Standards:	Learning Goals:	Learning Objectives:
reasoning and relevant and sufficient evidence. ● NJSLSA.W.9-10.1.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. ● NJSLSA.W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ● NJSLSA.W.9-10.1.C Use words, phrases, and 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.		

Relevant Standards:	Learning Goals:	Learning Objectives:
● NJSLSA.W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ● NJSLSA.W.9-10.1.E Provide a concluding statement or section that follows from and supports the argument presented. **NJSLSA.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **NJSLSA.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **NJSLSA.W.9-10.5**		

Relevant Standards:	Learning Goals:	Learning Objectives:
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.) **NJSLSA.W.9-10.6** Use technology, including the Internet, to produce, publish, 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. **NJSLSA.W.9-10.7** 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. **NJSLSA.W.9-10.8**		

Relevant Standards:	Learning Goals:	Learning Objectives:

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.
 	
NJSLSA.W.9-10.10
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.
 	
NJSLSA.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 	
    ● **NJSLSA.SL.9-10.1.A**
      Come to discussions prepared, having read and researched material under		

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Relevant Standards:	Learning Goals:	Learning Objectives:
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. ● **NJSLSA.SL.9-10.1.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. ● **NJSLSA.SL.9-10.1.D** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **NJSLSA.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g.,		

Relevant Standards:	Learning Goals:	Learning Objectives:
visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **NJSLSA.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **NJSLSA.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **NJSLSA.SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **NJSLSA.SL.9-10.6** Adapt speech to a variety of contexts and tasks,		

Relevant Standards:	Learning Goals:	Learning Objectives:

demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)
 	
NJSLSA.L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 	
   ● **NJSLSA.L.9-10.1.A**
     Use parallel structure.*
 	
   ● **NJSLSA.L.9-10.1.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.
 	
NJSLSA.L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		

Relevant Standards:	Learning Goals:	Learning Objectives:
• **NJSLSA.L.9-10.2.A** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • **NJSLSA.L.9-10.2.B** Use a colon to introduce a list or quotation. • **NJSLSA.L.9-10.2.C** Spell correctly. **NJSLSA.L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • NJSLSA.L.9-10.3.A Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.		

Relevant Standards:	Learning Goals:	Learning Objectives:
NJSLSA.L.9-10.4 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. ● NJSLSA.L.9-10.4.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. ● NJSLSA.L.9-10.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). ● NJSLSA.L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a		

Relevant Standards:	Learning Goals:	Learning Objectives:
word or determine or clarify its precise meaning, its part of speech, or its etymology. ● NJSLSA.L.9-10.4.D 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). **NJSLSA.L.9-10.6** 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

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Possible Assessment Modifications/Accommodations			
Special Education Students	**ELLs (English Language Learners)**	**At-Risk Students**	**Gifted Students**
Accommodations	**Accommodations**	**Accommodations**	**Accommodations/Differentiation**

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
Questioning Discussions Exit Slips Graphic Organizers Think/Pair/Share Quizzes Journal Entries Self-Assessment Close Reading Practice Rhetorical Methods Quiz Passage Translations Text Interpretation One page argumentative paper	Unit Test Vocabulary Quizzes Common Summative Assessment Narrative Project	Reflection Creation Literature Circles Narrative Project	Unit Test Narrative Project

Possible Assessment Modifications/Accommodations			
- Additional time - Vary test formats - Vary essay lengths - Highlight/emphasize key directions - Pace long-term projects - Allow redos/retakes - Preview test procedures - Provide assistance/cues for transition between activities - FM system **Modifications** - Oral testing - Modify/repeat/model directions - Utilize multi-sensory modes to reinforce instruction - Use text/workbooks/worksheets at a modified reading level - Utilize audio/recorded books - Utilize graphic/pictorial mode materials	- Visual chart/cues - Use Manipulatives - Demonstrations for key concepts - Pre-teach all vocabulary - Graphic organizers - Give oral prompts/cues - Additional time on assignments - Learning objectives written on the board daily - Word Walls - Sentence Frames - Multiple Choice Format - Use native language (directions) - Read directions aloud - Highlight/underline key words - Simplify language - Single step directions **Modifications** - Shortening assignments (altering rigor/complexity of	- Additional time - Clarify test directions - Allow re-dos/retakes - Vary test formats - Provide study guides prior to tests - Frequent rest breaks - Highlight key directions - Preview test procedures - Chunk long-term assignments - Pace long-term projects **Differentiation** - Multiple texts (leveled reading) - Tiered homework assignments - Choice of writing topics - Choice of test format - Learning Menus/Choice Boards - RAFT	- Tiered assignments - Multiple texts (leveled reading? - Tiered homework assignments - Learning Menus/Choice Boards - Writer's Notebook - Mini-lessons/Small group instruction (specific topics for specific student groups) - One-on-one conferences/use individual writing goal sheet - Learning Stations - Flexible grouping - Learning Contracts - Curriculum compacting - Jigsaw

Possible Assessment Modifications/Accommodations			
• Color code materials • Utilize large print • Limited multiple choice • Student writes on test • Rephrase test questions/directions • Test study guide • Simplify test wording • Tests Read Aloud • Small group testing **Differentiation** • Enhanced directions • Multiple texts (leveled reading) • Tiered homework assignments • Choice with writing topics • Learning menus/ choice boards • RAFT • Modified tasks	the assignment) • Allow outlining • Reworded questions/problems in simplified language • Oral testing (reading comprehension) • Accept short answers • Choice of test format **Differentiation** • Enhance directions • Multiple texts (leveled reading)/texts in native language • Choice with writing topics • Choice of the test format (projects replace written tasks for Level 1 ELL students) • shortened assignments • RAFT • Mini-lessons/Small group instruction (specific topics for specific student groups)		

Possible Assessment Modifications/Accommodations			
	● One-on-one conferences/use individual writing goal sheet ● Learning Stations ● Multiple texts (leveled reading)/use native language for Level 1 ELL students ● Flexible grouping ● Tiered assignments ● Interactive ● Notebooks/Writer's Notebook ● Jigsaw		

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)
Scaffolding Modeling Cooperative Learning Direct Instruction Graphic Organizers Compare/Contrast Homework Note-taking Guided and Independent Practice/Monitoring Journaling Organizing Students for Cognitively Complex Tasks Reflections

Possible Instructional Modifications/Accommodations/Differentiation
Other organizational models besides the Ethos, Pathos, Logos notes
Graphic organizers to build added understanding
Shorter passage to minimize confusion
Text is read aloud to the student on specific passages as per IEP accommodations.
Differentiated short stories to maximize learning
The student highlights text as needed to recall and/or emphasize.
The student uses writing process tools for written responses (cut and paste, copy, underline, bold, and insert bullets).
Spacing of questions and responses
Enlarged text and graphics for students with sight problems
The student may be provided blank sheet (s) of paper on which to plan or organize item responses
The student highlights items to review later with a highlighter
Teacher clarifies directions and questions as needed
State/highlight key points for students to focus on.
Provide graphic organizers/ worksheet guidelines to analyze speeches
Read speeches and have students read again for deeper understanding along with close reading.
Arrange students—for pairing, grouping, and direct instruction (flexible grouping)
Direct instruction for groups of students who are having trouble understanding the speeches
Homework assignments
Learning Contracts
Learning Stations
Literature Circles
Multiple texts
Learning Menus/Choice Boards
Tiered assignments
Enhanced directions

Unit Vocabulary
Essential:
Non-Essential: *Fahrenheit 451* vocabulary,

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes: P21 Framework Toolkit	21st Century Skills: P21 Framework Toolkit
Social Studies **SOC.9-12.6.1.12.B.13.a** Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities. **SOC.9-12.6.1.12.13** The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against. **SOC.9-12.6.1.12.D.13.b** Compare and contrast the leadership	S- Type narrative essay on Google Docs Students will create a Utopian project using Google Docs and Slides A- Teacher monitors Google Docs of each student's essay in-real time to provide instant feedback on edits and revisions The students will use commenting elements to evaluate, edit, and revise elements of the Utopian project. M- Students will use links, images,		__X__ Creativity & Innovation (Creation of "Utopia," Narrative essay) __X__ Media Literacy (exploration of media messages and analysis of their effects on members of a society, both in a fictional world and in the real world) __X__ Communication & Collaboration (Socratic Seminars)

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes: P21 Framework Toolkit	21st Century Skills: P21 Framework Toolkit
and ideology of Martin Luther King, Jr., and **Malcolm X** during the Civil Rights Movement, and evaluate their legacies. 21st Century Life and Careers **WORK.9-12.9.1.12.A.1** Apply critical thinking and problem-solving strategies during structured learning experiences. **WORK.9-12.9.1.12.1** The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	and video's to enhance specific aspects of their Utopian projects. Partners in each group will evaluate the effectiveness of each link, image, and video before final production R- Each class will design a Utopian society. Each class will be divided into societal sub categories that will contribute to the foundation of each society. The classes will be required to interact with each utopian society to set trade agreements and diplomatic affairs. This project will be based on interaction through the Google suite, and approved social media sites linked with the project.		

Resources
Texts/Materials: • *Fahrenheit 451* by Ray Bradbury • *A Lesson Before Dying* by Ernest J. Gaines