

Original Adoption: July 2016
Revised On: July 2018
Board Approved: August 21, 2019



Toms River Regional High Schools
Department of English

Grade 10 Curriculum: Honors & College Prep

Philosophy, Vision and Mission Statements of the Secondary English Program

*Written in Collaboration by
The Toms River English Teachers
Fall 2016*

Philosophy:

We foster a love of literature through close reading that encourages all students to read, write, speak, listen and think critically. The function of the study of literature in the Toms River high schools is to help create better human beings who understand the relevance of literature to our lives and to connect students to our humanity so that they may become more empathetic human beings who are connected to their communities.

Vision:

Our instruction goes beyond the text and aligns literature with all the other disciplines. Students go beyond simply reading a text and are able to analyze literature through a variety of literary lenses (including literary criticism and reader response theory). Students become confident, and ethical readers, writers, speakers and listeners who achieve at their highest potential.

Mission:

...to instill in ALL students a desire to read and an understanding of the importance of literature, to instill in ALL students the necessary skills for success and the understanding of their worth, to instill in All students an understanding of the value of all human lives and a respect for differences, through safe, intellectually rigorous spaces that cultivate a mindset that questions everything, and develops a curiosity about the world.

Program overview: *The Toms River Regional High School's English department is designed to encourage all students to reach their fullest potential in their English classes. We hope to develop all students in their ability to read, write, think, speak and listen critically, not just in English class but in life. Our courses focus on developing a love of reading in our students and their own authentic voice in their writing. We also work to develop information literacy so our students are able to navigate the constant influx of news and information in their daily lives. Courses approach all students as researchers and research opportunities are woven into all units of study. Finally, we foster the mindset that research is something we pursue regularly in every course of study. Students are given the opportunity for regular independent reading, journaling in their reader's and writer's notebook, as well as talking about texts with their teachers and peers. Students read regularly and deeply across all genres so that they can achieve the highest levels of fluency, stamina and comprehension in their reading. All of our English classrooms with redesigned curricula have in-class libraries to support growing our students as readers and communicators. Our courses use a common language for close reading, which is developed over the course of their experience in our program. We offer an Advanced Honors, Honors, CP, and General Studies English course in grade 10. What are the key differences in our course levels?*

Advanced Honors: *A rigorous, challenging course that moves at a brisk pace for students who are exceeding grade level standards. There are more extensive requirements for independent reading and writing. Advanced Honors level students are expected to enter AP courses in their Junior and Senior years. **Honors English:** *A challenging course that moves at a brisk pace for students who are meeting or exceeding grade level standards. There are extensive requirements for independent reading and writing. Students are challenged beyond the curriculum to examine various literary genres through a transdisciplinary lense. Honors level students may enter AP courses in their Junior and Senior years. **College Prep (CP) English:** *CP English is to prepare students for college and careers. CP students are able to meet grade level standards and some students may require additional literacy support. CP students develop their stamina and reading comprehension skills while learning how to "read" everything closely and then write about those readings in meaningful ways. Students continue to grow as readers and writers in their CP courses.***

****A note on challenges to texts. Almost anything in literature can be challenged depending on how the reader interprets the text. In 10th grade English students continue to use a reader response theory/transactional theory meaning the reader brings their entire lived experience to a text, coupled with How To Read Literature Like a Professor: a how-to text for learning how to read critically moving beyond the reader response theory. Challenges are a natural part of the conversation on what it means to have well read students.*

10th Course Summary: This English course is designed to develop a lifelong love of reading in ALL of our students while also helping them to become close, critical readers who are able to effectively write about literature. Students will learn how to read a variety of genres while applying close reading skills. Through the reading of various genres and an examination of authors' crafts, students will produce well constructed narrative, argumentative, persuasive, informative, analytical and research writings.

Core Texts with rationales: *How to Read Like a Professor*: This teacher text continues to provide a common language for close reading that students will apply to build upon their use of *Notice and Note* in 9th grade. Unit 1 in 10th grade introduces the commonalities from *How to Read Like a Professor* that students will use to read ALL literature over the course of the year. Each unit provides teachers with a variety of options for helping students grow as readers and develop their skills in reading, writing, speaking and listening. Teachers are asked to select literary works based on their students' interests and needs as readers.

Literature Circles/Book Clubs: As a department, we want to increasingly provide choice for teachers and students. Our units allow teachers the option of continuing to teach established works as whole class text, while examining issues of inequality or allows teachers to provide students with options for what text they want to read in peer groups. Additional multicultural texts options allow students choice, while providing the opportunity to continue to examine the theme of inequality. For example, teachers may decide to use a drama such as *Antigone* or *Julius Caesar* as a mentor text that the whole class reads, while students choose another book to read in literature circles, or teachers may simply utilize literature circles in addition to independent reading.

Key coursework components:

Independent Reading: Research says that if students are to develop a love of reading and become fluent readers with stamina who are able to comprehend what they read, then they must also have choices about what they read. Teachers will be implementing independent reading in all of our 9th grade classrooms. Students will have access to classroom libraries, with a variety of books, on a multitude of topics in which they can choose. This reading doesn't replace students work with the core texts, rather it increases student access to print and helps them continue to develop their close reading skills. **Reader's Notebook:** Reader's notebooks are critical to students being able to respond to literature in meaningful ways through ongoing practice in writing about the literature they are reading. Reader's notebooks allow students to write their ideas, thoughts, feelings, analyses, connections and more in response to their reading. The more students write about what they read, the better they will become at critical thinking and analysis. **Writer's Notebook:** Writer's notebooks are a safe place for students to simply write. The key difference between a reader's and writer's notebook is that a writer's notebook is a place for students to write

Units	Pacing Guide
Unit 1: The Quest	45 days
Unit 2: Empathy and the Search for Identity	45 days
Unit 3: Love and Truth	45 days
Unit 4: Technology, Media and the Individual	45 days

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Overview	Reading	Writing	Speaking and Listening	Language
	<p>Primary Focus Standards: RL.9-10.1 RI.9-10.1</p> <p>RL.9-10.2 RI.9-10.2</p> <p>RL.9-10.3 RI.9-10.3</p> <p>RL.9-10.4 RI.9-10.4</p> <p>RL.9-10.6 RI.9-10.6</p>	<p>Primary Focus Standards: W.9-10.2A,B,C,D,E,F W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B</p>	<p>Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.6</p>	<p>Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6</p>
	<p>Text Type:</p> <ul style="list-style-type: none"> ● At least one extended text ● 3-5 short texts 	<p>Writing Focus:</p> <ul style="list-style-type: none"> ● Informative and explanatory writing ● Research writing ● Routine Writing 	<p>Task Type:</p> <ul style="list-style-type: none"> ● Conduct discussions regularly. Discussions can be think-pair-share, small groups, Socratic circles, students as teachers to name a few. Students need to be provided with regular opportunities to talk about and process their reading and writing. Discussions can be both verbal and digital: online tools can help students discuss not only with their peers in Toms River, but all over the world. ● Report findings regularly. Reporting findings can be one group to another group, small groups or individuals presenting to the whole class or to other classes, or reporting to community locally or globally. 	<p>Skill Focus:</p> <ul style="list-style-type: none"> ● Study and apply grammar in the context of what students are reading. Grammar lessons should be given based on formative assessment data that indicate necessary review for specific skills. Students should learn/review grammar skills using passages from texts read in class. Students should be encouraged to use grammar skills effectively in order to develop their authorial voice. Use signposts to help students master grammar and vocabulary in context. ● Study and apply vocabulary in the context of what students are reading. Teachers can provide vocabulary for core texts however, students should be asked to regularly identify and define words that are unknown to them. Provide a system for students to keep track of their vocabulary: readers' notebooks, post it notes, or word walls are examples. Encourage students to practice using the words as writers as well. Regularly celebrate language!

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<p><u>Unit 2</u></p>	<p>Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9</p>	<p>Primary Focus Standards: W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B</p>	<p>Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6</p>	<p>Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6</p>
	<p>Text Type:</p> <ul style="list-style-type: none"> • At least one extended text • 3-5 short texts 	<p>Writing Focus:</p> <ul style="list-style-type: none"> • Argumentative writing • Research writing • Routine Writing 	<p>Task Type:</p> <ul style="list-style-type: none"> • Conduct discussions regularly. Discussions can be think-pair-share, small groups, Socratic circles, students as teachers to name a few. Students need to be provided with regular opportunities to talk about and process their reading and writing. Discussions can be both verbal and digital: online tools can help students discuss not only with their peers in Toms River, but all over the world. • Report findings regularly. Reporting findings can be one group to another group, small groups or individuals presenting to the whole class or to other classes, or reporting to community locally or globally. 	<p>Skill Focus:</p> <ul style="list-style-type: none"> • Study and apply grammar in the context of what students are reading. Grammar lessons should be given based on formative assessment data that indicate necessary review for specific skills. Students should learn/review grammar skills using passages from texts read in class. Students should be encouraged to use grammar skills effectively in order to develop their authorial voice. Use signposts to help students master grammar and vocabulary in context. • Study and apply vocabulary in the context of what students are reading. Teachers can provide vocabulary for core texts however, students should be asked to regularly identify and define words that are unknown to them. Provide a system for students to keep track of their vocabulary: readers' notebooks, post it notes, or word walls are examples. Encourage students to practice using the words as writers as well. Regularly celebrate language!

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				<p>Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6</p>
	<p>Text Type: At least one extended text 3-5 short texts</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> ● Narrative writing ● Research writing ● Routine Writing 	<p>Task Type:</p> <ul style="list-style-type: none"> ● Conduct discussions regularly. Discussions can be think-pair-share, small groups, Socratic circles, students as teachers to name a few. Students need to be provided with regular opportunities to talk about and process their reading and writing. Discussions can be both verbal and digital: online tools can help students discuss not only with their peers in Toms River, but all over the world. ● Report findings regularly. Reporting findings can be one group to another group, small groups or individuals presenting to the whole class or to other classes, or reporting to community locally or globally. 	<p>Skill Focus:</p> <ul style="list-style-type: none"> ● Study and apply grammar in the context of what students are reading. Grammar lessons should be given based on formative assessment data that indicate necessary review for specific skills. Students should learn/review grammar skills using passages from texts read in class. Students should be encouraged to use grammar skills effectively in order to develop their authorial voice. Use signposts to help students master grammar and vocabulary in context. ● Study and apply vocabulary in the context of what students are reading. Teachers can provide vocabulary for core texts however, students should be asked to regularly identify and define words that are unknown to them. Provide a system for students to keep track of their vocabulary: readers' notebooks, post it notes, or word walls are examples. Encourage students to practice using the words as writers as well. Regularly celebrate language!

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<p>Unit 4</p>	<p>Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.9 RI.9-10.9 RL.9-10.10 RI.9-10.10</p>	<p>Primary Focus Standards: W.9-10.1A,B,C,D,E,F W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B</p>	<p>Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6</p>	<p>Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6</p>
	<p>Text Type: At least one extended text 3-5 short texts</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> ● Informational/explanatory writing ● Research writing ● Routine writing 	<p>Task Type:</p> <ul style="list-style-type: none"> ● Conduct discussions regularly. Discussions can be think-pair-share, small groups, Socratic circles, students as teachers to name a few. Students need to be provided with regular opportunities to talk about and process their reading and writing. Discussions can be both verbal and digital: online tools can help students discuss not only with their peers in Toms River, but all over the world. ● Report findings regularly. Reporting findings can be one group to another group, small groups or individuals presenting to the whole class or to other classes, or reporting to community locally or globally. 	<p>Skill Focus:</p> <ul style="list-style-type: none"> ● Study and apply grammar in the context of what students are reading. Grammar lessons should be given based on formative assessment data that indicate necessary review for specific skills. Students should learn/review grammar skills using passages from texts read in class. Students should be encouraged to use grammar skills effectively in order to develop their authorial voice. Use signposts to help students master grammar and vocabulary in context. ● Study and apply vocabulary in the context of what students are reading. Teachers can provide vocabulary for core texts however, students should be asked to regularly identify and define words that are unknown to them. Provide a system for students to keep track of their vocabulary: readers' notebooks, post it notes, or word walls are examples. Encourage students to practice using the words as writers as well. Regularly celebrate language!

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<p>Suggested Open Educational Resources</p>	<p>Reading</p> <ul style="list-style-type: none"> • Close Reading Literature: "The Celebrated Frog of Calaveras County" • Close Reading Informational Text: "Gettysburg Address" • 9th and 10th Grade Close Reading Units • Developing Core Proficiencies from Engage New York • Grade 9 and 10 Common Core Text Exemplars • EBSCOHOST- High Schools • Lessons to Use with Popular Stories • Lessons to Use with Anthologies • English Language Arts Methods: Grades 9-12 Model Lessons • Planning to Assess: How to Align Your Instruction • Close Reading of Literary Texts • UDL Resources • Text Dependent Question Resources • A Case for Reading Examining Challenged and Banned Books 	<p>Writing & Language</p> <ul style="list-style-type: none"> • Writing Explanatory Essay About the Text "The Celebrated Frog of Calaveras County" • Writing Argument Essays About "Much Ado About Nothing" • Family Memoir: Getting Acquainted with Generations Before Us • PARCC Scoring Rubric for Prose Constructed Response Items • Purdue Online Writing Lab • Style-Shifting: Examining and Using Formal and Informal Language Styles • ELA Grade 10 Language Conventions • Vocabulary Graphic Organizer • Developing Core Proficiencies from Engage New York • Lessons to Use with Popular Stories • Lessons to Use with Anthologies • English Language Arts Methods: Grades 9-12 Model Lessons 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> • ELA Grade 10 Speaking & Listening • Grant Wiggins' Socratic Seminar Guidelines • Developing Core Proficiencies from Engage New York • Lessons to Use with Popular Stories • Lessons to Use with Anthologies • English Language Arts Methods: Grades 9-12 Model Lessons • Anchor Standards for Speaking and Listening • 9-12 Presentation Rubric 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Finding Common Ground: Using Logical, Audience-Specific Arguments • Inquiry Graphic Organizer • Developing Core Proficiencies from Engage New York • Lessons to Use with Popular Stories • Lessons to Use with Anthologies • English Language Arts Methods: Grades 9-12 Model Lessons • How to Encourage Higher Order Thinking • Bloom's Taxonomy & Depth of Knowledge • Critical Thinking: Two Stories, Two Authors, Same Plots?
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Unit 1, Grade 10: 45 days

Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> ● Make personal connections, make connection to other texts, and or/make global connections where relevant ● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ● Identify explicit and implicit textual evidence ● Distinguish the difference between strong and insufficient (unreliable) details ● Distinguish text that provides strong support from unsupported, uncertain or insufficient text ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Use direct quotes, paraphrase and summarize objectively
<p>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.</p>	<p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> ● Provide an objective summary of the text ● Evaluate a theme and central idea ● Analyze how details develop the theme/central idea ● Make inferences using implicit and explicit textual evidence ● Use the text to draw conclusions about the theme/central idea ● Formulate an objective (free of personal bias) summary of the text ● Determine how the theme/central idea emerges and is refined or strengthened through key details
<p>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.</p>	<p>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.</p>	<p>RL.9-10.3:</p> <ul style="list-style-type: none"> ● Use strong textual support to demonstrate a deeper understanding of characterization ● Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ● Analyze character interactions as they develop plot ● Evaluate simple and complex relationships and/or events and the effects on plot development
		<p>RI.9-10.3:</p> <ul style="list-style-type: none"> ● Understand the relationship between a series of ideas or events that are connected ● Use strong textual support to demonstrate a deeper understanding of how a series of ideas or events are connected and contribute to meaning ● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text ● Identify and analyze word choice that comprise a series of events or ideas and how these keywords advance the tension or events

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<p>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).</p>	<p>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).</p>	<ul style="list-style-type: none"> ● Identify key words and evaluate figurative meaning ● Identify key words and evaluate connotative meaning ● Critically examine how word choice impacts meaning ● Critically examine how word choice impacts tone ● Evaluate cumulative impact of word choice ● Critically examine formal vs. informal tone 	
<p>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.</p>	<p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> ● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text 	
		<p>RI.9-10.6:</p> <ul style="list-style-type: none"> ● Critically examine the author's overall purpose ● Evaluate how an author uses various rhetorical strategies to advance that purpose 	
<p>Unit 1 Writing Standards</p>		<p>Unit 1 Writing Critical Knowledge and Skills</p>	
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>		<ul style="list-style-type: none"> ● Develop a strong formal style appropriate for the task ● Maintain a tone that is free of bias ● Integrate multimedia when appropriate and effective ● Use relevant and sufficient facts, definitions, details, and quotes ● Use sources that are appropriate to the task, audience, and purpose ● Choose precise words and domain-specific vocabulary ● Introduce a topic arranging ideas, concepts, and information to show interrelationships ● Format effectively ● Develop a topic ● Organize graphics ● Provide multimedia when useful ● Use transitions to link together the major sections of the text ● Write a concluding paragraph or section that supports the information presented ● Choose a formal style and objective tone ● Decide what organization is most effective for purpose, audience, and task ● Incorporate facts, definitions, details, quotations and other information as needed 	

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<p>W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	
<p>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.)</p>	<ul style="list-style-type: none"> ● Identify writing task type and its organizational structure ● Identify and understand the writing purpose ● Determine and address the audience appropriately ● Understand and utilize appropriate style
<p>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.</p>	<ul style="list-style-type: none"> ● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
<p>W.9-10.6. Use technology, including the Internet, to produce, share, 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.</p>	<ul style="list-style-type: none"> ● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products
<p>W.9-10.7. (Choice) 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 an understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> ● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information
<p>W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> ● Gather print and digital information ● Assess the credibility and accuracy of sources ● Assess whether information from reliable and authoritative sources is relevant ● Utilize quotes within writing to further claims ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)

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<p>W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>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 mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (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").</p>	<ul style="list-style-type: none"> ● Assess the soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. ● Utilize evidence to support analysis, reflection, and research.
<p>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.</p>	<ul style="list-style-type: none"> ● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over short and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision
<p>Unit 1 Speaking and Listening Standards</p>	<p>Unit 1 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Prepare for discussions ● Read and research materials beforehand ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers ● Set guidelines for class discussions ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in the friendly discussions and decision-making activities ● Reflect, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas

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<p>SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> ● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> ● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading. ● Engage as an active listener and participant ● Use text/source to show fallibility in speaker’s reasoning
<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation
<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> ● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary

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Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1.A. Use parallel structure.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively ● Understand the differences between a phrase and a clause and how to effectively use ● Identify and use various types of phrases and clauses ● Vary sentence structure to convey specific meaning and interest in writing and presentation
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> ● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses ● Use a colon to introduce a list or quotation ● Know and use standard English spelling conventions
<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> ● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work

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<p>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.</p> <p>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 clue to the meaning of a word or phrase.</p> <p>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) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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.</p> <p>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).</p>	<ul style="list-style-type: none">● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns● Consult reference materials to derive word meanings and correct pronunciation of words● Trace the etymology of words● Use context clues to derive word meaning (connotation, denotation, word function and position)
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none">● Interpret and analyze the use of figurative language within a text● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)
<p>L.9-10.6. Acquire and use accurately grade-appropriate 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.</p>	<ul style="list-style-type: none">● Acquire general academic words from content-specific written texts● Independently integrate general academic and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

Unit 1: Understanding the Journey That Makes Up a Life: The Quest

“Before I can live with other folks I've got to live with myself. The one thing that doesn't abide by majority rule is a person's conscience.” -Harper Lee



Unit summary: J.R.R. Tolkien had said “Not all those who wander are lost,” and this is the basic foundation of “The Quest” unit. You will be embarking on a quest of multiple works of literature to read, analyze and discuss through various close reading methods. Through these works you will be contemplating what “individuality” and “the meaning of life” consists of through many different intrapersonal and self-reflective approaches. You will be studying both fiction and nonfiction works that focus around Tolkien’s idea of wandering for pure self-exploration, the essence of humanity, and an individual’s purpose within society. As you discover and further explore these types of quest related works, you too will be on a quest seeking knowledge of other cultures, gender inequalities, and the evolution of self-identity through understanding personal identity, social identity and learning to balance these issues within our lives.. You will join the quest through the narrator’s point of view, and contemplate the motivations behind their purpose in sharing their experiences through a narrative. Through this process you will realize that author Norton Juster was correct when saying that a quest is not simply about a start and end point, but that “The most important reason for going from one place to another is to see what’s in between, and they took great pleasure in doing just that.” You will find pleasure with searching for these “bigger picture” life questions by simply enjoying the readings and discussions in between while learning important skills for continuing to develop your ability to read closely and write with your own authentic voice.

Essential questions:

How does the reader’s experience affect or influence the way we interpret text and the way we write about those interpretations?

How do the conflicts the “questor” faces shape his/her individuality or development as a character?

To what extent does a community and culture shape an individual’s understanding or concept of self and what about when one’s personal identity is in conflict with that of the community?

How does what we know about the world shape the way we view ourselves?

Enduring understandings:

Reading strategies will lead to understanding the author's purpose to help the student develop an original voice.

Individual character development is shaped by the stages of a quest.

Community and culture shape the individual, but conflict is caused when there is a discrepancy between individual identity and that of the collective community.

Unit objectives:

Explicate a text thoroughly and effectively through a thorough examination of text structure, diction, use of symbol, metaphor and....

Understand how imagery impacts a quest narrative.

Utilize text excerpts to demonstrate understanding of the quest process and importance of conflict.

Determine differences between efferent and aesthetic and determine why they are important.

Synthesize understanding of quest and apply it to other stories and media.

Write original narratives using precise point of view, diction, text structure, symbol , metaphor, etc.

District/School Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

- Minimum of 45 minutes per week of independent reading in class and a minimum of 5 hours per week outside of school
- Reader’s response notebook: 35 minutes per week combined
- Writer’s notebook: 35 minutes per week combined
- Students using transactional theory as they read independently and collaboratively
- Development of themes in relationship to author’s craft
- Development of original narratives through use of theme, diction, syntax, dialogue, sequencing, images and voice
- Socratic circle discussions in which students share their interpretations, and defend the interpretation, of the text

District/School Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Using some of the strategies you learned this making period (extend the ending,write from the point of view of a silenced or absent character, create a missing chapter, etc...), to write a narrative based on a story you read.

and/or

Write an expository essay, including textual references and evidence of research, on a nonfiction text that you have read or explored within this unit.

Also there should be:

- At least one timed writing task modeling text dependent questions.

In this unit students may also develop:

- Various projects designed to specifically demonstrate understanding and application of the concepts and principles of unit. This will be a performance based assessment that is student driven.

Benchmark Assessments:

- NJSLA Assessment
- Quarterly Assessment
- Writing Portfolios

Alternative Assessments:

- Independent reading/literature circles
- Choice boards
- Skits
- Presentations
- I-search research
- Small group reading and writing conferences

District/School Texts	District/School Supplementary Resource
<p>Fiction texts chosen from the following: <i>Of Mice and Men</i> <i>The Five People You Meet in Heaven</i> <i>Siddhartha</i> <i>Their Eyes Were Watching God</i> <i>The Body</i> <i>As I Lay Dying</i> <i>Great Expectations (excerpts)</i> <i>The Adventures of Augie March (excerpts)</i></p> <p>Nonfiction texts chosen from the following: <i>The 57 Bus</i> <i>Who Moved My Cheese?</i> <i>How to Read Literature Like a Professor (Chapters 1, 8, 10)</i></p> <p>Short Stories chosen from the following: <i>"Hills Like White Elephants" - Ernest Hemingway</i> <i>"Lamb to the Slaughter" - Roald Dahl</i> <i>"The Bear" - William Faulkner</i> <i>"Two Gallants" - James Joyce</i> <i>"The Bet" - Anton Chekhov</i> <i>"The Lottery" - Shirley Jackson</i> <i>"There Will Come Soft Rains" Ray Bradbury</i> <i>"The Masque of the Red Death" - Edgar Allan Poe</i> <i>"Contents of the Dead Man's Pocket" - Jack Finney</i> <i>"Harrison Bergeron" - Kurt Vonnegut</i> <i>"The Possibility of Evil" - Shirley Jackson</i> <i>"To Build a Fire" - Jack London</i> <i>"Looking for Mr. Green" - Saul Bellow</i> <i>"The Story of an Hour" - Kate Chopin</i> <i>"The Swimmer" - John Cheever</i></p>	<p><i>How to Read Literature Like a Professor</i> <i>Digital Poetry</i> <i>Owl Purdue Website</i> <i>Ted Talk -How Books Can Open Your Mind</i> <i>Sophomore Online Textbook</i> <i>Steps to the Hero's Journey</i> <i>"The Lottery" Text and Discussion Questions</i> <i>"The Lottery" Analysis</i> <i>"The Lottery" Study Guide</i> <i>Video: "The Lottery" - Shirley Jackson</i> <i>Text: "Lamb to the Slaughter" - Roald Dahl</i> <i>"Lamb to the Slaughter" Summary & Analysis</i> <i>Audio: "Lamb to the Slaughter" - Roald Dahl</i> <i>Video: "Lamb to the Slaughter" Alfred Hitchcock</i> <i>National Theatre: Introduction to Greek Theatre</i> <i>Ancient History Encyclopedia: Sophocles</i> <i>Aristotle's Ideas about Tragedy</i> <i>"To A Mouse" - Robert Burns poem (modern translation)</i> <i>"Dreams" Langston Hughes poem</i> <i>"Harlem" Langston Hughes poem</i> <i>Text: "Harrison Bergeron" - Kurt Vonnegut</i> <i>Text: "The Bet" - Anton Chekhov</i> <i>Audio: "The Bet" - Anton Chekhov</i> <i>Text: "Contents of the Dead Man's Pockets" - Jack Finney</i> <i>Audio: "Contents of the Dead Man's Pockets" - Jack Finney</i> <i>Text: "Hills Like White Elephants"</i></p>

Poetry chosen from the following:

“The Rime of the Ancient Mariner” - Samuel Taylor Coleridge
“To a Mouse” - Robert Burns (with Of Mice and Men)
“Harlem” - Langston Hughes (with A Raisin in the Sun/Of Mice and Men)
“Eurydice” - H.D.
“The Quest” - W.H. Auden
“The Road Not Taken” - Robert Frost
“I Think Continually of Those Who Were Truly Great” - Stephen Spender
“Jabberwocky” - Lewis Carroll
“I Celebrate Myself and Sing Myself” - Walt Whitman
“Childe Roland to the Dark Tower Came” - Robert Browning
“Sonnet 29” - William Shakespeare
“Sonnet 35” - William Shakespeare

Recommended poets:

Robert Browning
Samuel Taylor Coleridge
Wilfred Owen
Robert Frost
Emily Dickinson
Langston Hughes

Drama:

Antigone

District/School Writing Tasks

Primary Focus

- Read widely across genres and apply principles used within this unit
- Continue development in student fluency, stamina, and comprehension using close reading strategies
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Secondary Focus

- Using detailed and explicit text evidence to support the analysis of readings
- Continue development of students authorial voice and style
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- 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

Routine Writing

- Readers' and writers' notebooks should be used near daily. Students should be journaling in class approximately 35 minutes per week
- Timed writing 1x per month in response to a cold read (something a student has not read before) that explores at least one component of literary analysis, students can be given a choice of readings. Reading can be differentiated
- Mini research assignments
- Narrative writing

Primary Interdisciplinary Connections:

- [New Jersey Student Learning Standards for Social Studies](#)
- [New Jersey Core Curriculum Content Standards for Technology](#)
- [New Jersey Core Curriculum Content Standards for Visual and Performing Arts](#)

<p>21st Century Life and Career Standards</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> ❖ CRP1. Act as a responsible and contributing citizen and employee. ❖ CRP2. Apply appropriate academic and technical skills. ❖ CRP3. Attend to personal health and financial well-being. ❖ CRP4. Communicate clearly and effectively and with reason. ❖ CRP5. Consider the environmental, social and economic impacts of decisions. ❖ CRP6. Demonstrate creativity and innovation. ❖ CRP7. Employ valid and reliable research strategies. ❖ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ❖ CRP9. Model integrity, ethical leadership and effective management. ❖ CRP10. Plan education and career paths aligned to personal goals. ❖ CRP11. Use technology to enhance productivity. ❖ CRP12. Work productively in teams while using cultural global competence. 	<p style="text-align: center;"><u><i>Special Education Students</i></u></p> <ul style="list-style-type: none"> ● <i>Provide clear and specific directions</i> ● <i>Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing</i> ● <i>Provide class notes ahead of time to allow students to preview material and increase comprehension</i> ● <i>Provide extended time</i> ● <i>Simplify written and verbal instructions</i> ● <i>Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words</i> ● <i>Utilize graphic organizers to help provide a purpose for reading and increase comprehension</i> ● <i>Assign peer tutor</i> ● <i>Provide clear and specific directions</i> ● <i>Provide class notes ahead of time to allow students to preview material and increase comprehension</i> ● <i>Provide extended time</i> ● <i>Simplify written and verbal instructions</i> ● <i>Seating arrangements to enhance teacher-student and student-student interactions and instruction</i> <p style="text-align: center;"><u><i>504 Students</i></u></p> <ul style="list-style-type: none"> ● <i>Provide clear and specific directions</i> ● <i>Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing</i> ● <i>Provide class notes ahead of time to allow students to preview material and increase comprehension</i> ● <i>Provide extended time</i> ● <i>Simplify written and verbal instructions</i> ● <i>Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words</i> ● <i>Utilize graphic organizers to help provide a purpose for reading and increase comprehension</i> ● <i>Assign peer tutor</i> ● <i>Provide clear and specific directions</i> ● <i>Provide class notes ahead of time to allow students to preview material and increase comprehension</i> ● <i>Provide extended time</i> ● <i>Simplify written and verbal instructions</i> ● <i>Seating arrangements to enhance teacher-student and student-student interactions and instruction</i> <p style="text-align: center;"><u><i>Gifted and Talented</i></u></p> <ul style="list-style-type: none"> ● <i>Extension activities</i> ● <i>Opportunities for Critical Thinking, problem Solving/Design Challenges</i> ● <i>Technology Integration</i> ● <i>Student Choice Activities and Student Driven Activities</i> ● <i>Group Projects</i>
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Personal Financial Literacy:

- ❖ 9.1.12.F.3 Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

Career Awareness, Exploration and Preparation:

- ❖ 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career and Technical Education:

- ❖ 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
- ❖ 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- ❖ 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

- *Tiered Activities*

- *Provide clear and specific directions*
- *Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing*
- *Provide class notes ahead of time to allow students to preview material and increase comprehension*
- *Provide extended time*
- *Simplify written and verbal instructions*
- *Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words*
- *Use visual representations*
- *Allow use of first language*
- *Peer tutoring/partner work*
- *Repeated directions*
- *Limit number of concepts/vocabulary words*

English Language Learners

Students At Risk of School Failure

- *Cooperative Learning groups*
- *Multiple intelligences to meet all types of learners*
- *Review and make necessary IEP modifications/504 plan*
- *Whiteboards*
- *Flexible Grouping*
- *Graphic Organizer*
- *Desk-Side Conferencing*
- *Personal Agendas*
- *Think/Pair Share*
- *Open-Ended Activities*
- *Games*
- *Multiple Level Questions*
- *Alternative Assessment and rubrics*
- *Flashcards*
- *Listening Comprehension*

Unit 2, Grade 10: 45 days

Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> ● Make personal connections, make connection to other texts, and or/make global connections where relevant ● Analyze the text for inferred and literal meanings ● Evaluate the relationship between explicit and implicit details and how these details contribute to the meaning of the text ● Identify explicit and implicit textual evidence ● Distinguish the difference between strong and insufficient (unreliable) details ● Distinguish text that provides strong support from unsupported, uncertain or insufficient text ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Use direct quotes, paraphrase and summarize objectively
<p>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.</p>	<p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> ● Provide an objective summary of the text ● Evaluate a theme and central idea ● Analyze how details develop the theme/central idea ● Make inferences using implicit and explicit details ● Use the text to draw conclusions about the theme/central idea ● Formulate an objective (free of personal bias) summary of the text ● Determine how the theme/central idea emerges and is refined or strengthened through key details

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<p>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.</p>	<p>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.</p>	<p>RL.9-10.3:</p> <ul style="list-style-type: none"> ● Use strong textual support to demonstrate deeper understanding of characterization ● Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ● Analyze character interactions as they develop plot ● Evaluate simple and complex relationships and/or events and the effects on plot development
<p>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).</p>	<p>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).</p>	<p>RI.9-10.3:</p> <ul style="list-style-type: none"> ● Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected ● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text ● Identify and analyze word choice that comprise of a series of ideas or events and how these keywords advance tension or plot <ul style="list-style-type: none"> ● Identify key words and evaluate figurative meaning ● Identify key words and evaluate connotative meaning ● Critically examine how word choice impacts meaning ● Critically examine how word choice impacts tone ● Evaluate cumulative impact of word choice ● Critically examine formal vs. informal tone
<p>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 specific effects (e.g. as mystery, tension, or surprise).</p>	<p>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).</p>	<p>RL.9-10.5:</p> <ul style="list-style-type: none"> ● Evaluate and critically examine how an author has chosen to structure a text and order events within it ● Critically examine and evaluate how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader <p>RI.9-10.5:</p> <ul style="list-style-type: none"> ● Use strong textual support to analyze how an author structures the text and develops ideas ● Critically examine and evaluate how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text

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<p>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.</p>	<p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> ● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view <p>RI.9-10.6:</p> <ul style="list-style-type: none"> ● Critically examine the author’s overall purpose ● Evaluate how an author uses various rhetorical strategies to advance that purpose
	<p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<ul style="list-style-type: none"> ● Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums ● Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message
	<p>RI.9-10.8. Describe 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.</p>	<ul style="list-style-type: none"> ● Evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof ● Use strong textual support to pinpoint any statements that are false and judge if any of the author’s reasoning is misleading ● Evaluate what a reliable source is and what makes one questionable ● Identify and understand the argument presented by the author
	<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>	<ul style="list-style-type: none"> ● Study and evaluate multiple influential U.S. documents especially how they deal with similar themes and concepts

Unit 2 Writing Standards	Unit 2 Writing Critical Knowledge and Skills
<p>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.</p> <p>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.</p> <p>W.9-10.1.B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, 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.</p> <p>W.9-10.1.C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.9-10.1.D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.1.E. Provide a concluding paragraph or section that supports the argument presented.</p>	<ul style="list-style-type: none"> ● Use concise and effective language that supports the organization of the argument ● Associate and correlate claim(s), counterclaim(s), reasons, and evidence ● Maintain an appropriate style and tone for the task – omitting personal bias ● Conclude with a paragraph or section that supports the ● Write argumentative texts that examine and communicate complex ideas, concepts, or information clearly and accurately ● Understand how much evidence is needed to satisfactorily support a point ● Treat claims and counterclaims equitably taking into account what the audience knows as well as what concerns they might have ● Develop unity and consistency with words and structure ● Use relevant and sufficient facts, definitions, details, and quotes ● Use sources that are appropriate to the task, audience, and purpose ● Choose precise words and domain-specific vocabulary ● Introducing a topic arranging ideas, concepts, and information to show interrelationships ● Format effectively ● Develop a topic ● Organize graphics ● Provide multimedia when useful ● Use transitions to link together the major sections of the text ● Write a concluding statement that supports the information presented ● Choose a formal style and objective tone ● Decide what organization is most effective for purpose, audience, and task ● Determine how many facts, definitions, details, quotations and other information are needed ● Use text evidence to develop analysis and enhance content of argument
<p>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.)</p>	<ul style="list-style-type: none"> ● Determine writing task type and its appropriate organizational structure ● Identify and understand the writing purpose ● Determine and address the audience appropriately ● Understand and utilize appropriate style
<p>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.</p>	<ul style="list-style-type: none"> ● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience

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<p>W.9-10.6. Use technology, including the Internet, to produce, share, 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.</p>	<ul style="list-style-type: none"> ● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products
<p>W.9-10.7. (Choice) 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 an understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> ● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information
<p>W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> ● Gather print and digital information ● Assess the credibility and accuracy of sources ● Assess whether information from reliable and authoritative sources is relevant ● Utilize quotes within writing to further claims ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)
<p>W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. 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 mythology or the Bible or how a later author draws on a play by Shakespeare]"). W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (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").</p>	<ul style="list-style-type: none"> ● Assess the soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research ● Utilize evidence to support analysis, reflection, and research
<p>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.</p>	<ul style="list-style-type: none"> ● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over short and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision

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Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>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.</p> <p>SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> ● Prepare for discussions ● Read and research materials beforehand ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers ● Set guidelines for class discussions ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in the friendly discussions and decision-making activities ● Reflect upon, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> ● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> ● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading ● Engage as an active listener and participant ● Use text/source to show fallibility within the speaker’s argument
<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation
<p>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.</p>	<ul style="list-style-type: none"> ● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements
<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> ● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary

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Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1.A. Use parallel structure.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively ● Understand the differences between a phrase and a clause and how to effectively use ● Identify and use various types of phrases and clauses ● Vary sentence structure to convey specific meaning and interest in writing and presentation
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> ● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses ● Use a colon to introduce a list or quotation ● Know and use standard English spelling conventions
<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> ● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work
<p>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.</p> <p>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.</p> <p>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) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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.</p> <p>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).</p>	<ul style="list-style-type: none"> ● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns ● Consult reference materials to derive word meanings and correct pronunciation of words ● Trace the etymology of words ● Use context clues to derive word meaning (connotation, denotation, word function and position)

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<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none">● Interpret and analyze the use of figurative language within a text● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)
<p>L.9-10.6. Acquire and use accurately grade-appropriate 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.</p>	<ul style="list-style-type: none">● Acquire general academic words from content-specific written texts● Independently integrate general academic and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

Unit 2 Empathy and The Search for Identity:

A Closer Look at Race, Class, and Gender in An Increasingly Diverse World

“Never forget what you are, for surely the world will not. Make it your strength. Then it can never be your weakness. Armour yourself in it, and it will never be used to hurt you.” - George RR Martin



Unit Summary: Why do we struggle with differences? What is it about the “other” that frightens us? Inequality studies show us that one of the main problems with many cultures and societies is intolerance. Tolerance can be simply stated as the ability to accept diversity and to live and let others live. It is the act of enduring practices that are not related to you or you don't approve of. Why do we treat people differently because of gender, race or gender identity? Is hatred something that is innate or is it something that we learn? Tolerance is not about tolerating unacceptable behavior. Tolerance means to understand that everyone deserves to be respected - and therefore should treat each other respectfully. Reading various types of literature allows students to gain a deeper understanding of diverse perspectives. In order to understand another person's experience, we must examine diverse perspectives, discuss them, and apply our acquired knowledge. Martin Luther King, Jr. said, “The ultimate tragedy is not the oppression and cruelty by the bad people but the silence over that by the good people.” In this unit, you will employ what you discover to complete a student choice project about creating equality amongst all people regardless of race, gender or gender identification.

Essential Questions:

What is the purpose of studying multicultural texts?

How does language influence the way we think, act, and perceive the world?

How is our understanding of culture and society constructed through and by language?

In a culture where we are bombarded with ideas of “what we should be,” how does one form an identity that remains true and authentic to oneself?

What are the responsibilities of society, institutions, schools, family and the individual in regards to social justice?

Enduring understandings:

Multicultural texts help us to examine the role of the individual in society and help us develop empathy.

Understanding the role of the individual in society helps to develop empathy.

Culture and society help develop a perspective by which we understand the language in the world around us.

Exploration of a variety of perspectives improves communication, tolerance, and helps to develop an overall sense of self.

Individuals learn about what constitutes justice through social institutions and is influenced by a myriad of societal factors.

Unit objectives:

- Students will explicate a text thoroughly and effectively through a thorough examination of style.
- Students will understand how culture and background impact an author’s point of view.
- Students will utilize text excerpts to clearly synthesize several points of view in a single argumentative essay.
- Students will annotate and analyze multiple texts and synthesize.
- Students will successfully integrate paired works that illustrate parallelism through understanding characters and conflicts.
- Students will use rhetorical devices such as ethos, pathos, and logos to analyze original speeches.
- Students will use text/sources to show fallibility within the speaker’s argument.
- Students will identify and utilize different argumentative techniques when writing an argument such as correlate claim(s), counterclaim(s), reasons, and evidence.
- Students will analyze poetry for author’s use of poetic devices such as allusion, symbolism, and imagery.
- Students will utilize digital media such as textual, graphical, audio, visual, and interactive elements.
- Students will be able to adapt speech delivery to audience and purpose.
- Students will apply acquired MLA formatting knowledge in order to produce an analytical research simulation task.
- Students will draw relevant and reliable information from both primary and secondary sources when conducting research.
- Students will independently integrate numerous literary texts through writing an argumentative research simulation task.
- Students will engage an audience and enhance their understanding of findings, reasoning, and evidence through the presentation of a argumentative speech that connects the writing task to contemporary issues.

District/School Formative Assessment Plan

- Minimum of 45 minutes per week of independent reading in class and a minimum of 5 hours per week outside of school
- Reader’s response notebook: 35 minutes per week combined
- Writer’s notebook: 35 minutes per week combined
- Students using transactional theory as they read independently and collaboratively
- Development of themes in relationship to author’s craft
- Development of synthesis in writing to demonstrate proper structure, organizations, effective textual evidence, and connections between genres
- Socratic circle discussions in which students share their interpretations, and defend an interpretation of the text

District/School Summative Assessment Plan

- Using some of the strategies you learned this making period, closely read, annotate, and analyze two texts to synthesize a properly structured and formatted literary analysis task.
- and/or
- Write an argumentative essay, including textual references and evidence of research, on a nonfiction text that you have read or explored within this unit.
- In each piece of writing students should do the following:
- Synthesize thematic concepts by specific textual reference to two or more readings in a multi-draft and peer edited writing assignment
 - Indicate an understanding of rhetorical devices used in texts
- Also in this unit students will:
- At least one timed writing task modeled from text dependent questions.
 - A student developed autobiographical multimedia project “autobiography” of who you are, and where you come from and delivering one part of their project as a speech.

	<p>Benchmark Assessments: NJSLA Assessment Quarterly Assessment Writing Portfolios</p> <p>Alternative Assessments: Independent reading/literature circles Choice boards Skits Presentations I-search research Small group reading and writing conferences</p>
<p>District/School Texts</p>	<p>District/School Supplementary Resources</p>
<p>Fiction texts chosen from the following (pick 1): <i>The House on Mango Street</i> <i>The Color of Water</i> <i>Things Fall Apart</i> <i>A Separate Peace</i> <i>As I Lay Dying</i> <i>Animal Farm</i> <i>The Scarlet Letter</i></p> <p>Nonfiction texts chosen from the following: <i>How to Read Literature Like a Professor (Chapters 4, 11, 13)</i> <i>“Letter from Birmingham Jail” - MLK</i> <i>Comparative text of “Gettysburg Address” and “I Have a Dream”</i> <i>Taking Hold: From Migrant Childhood to Columbia University -Francisco Jimenez</i></p>	<p><i>How to Read Literature Like a Professor</i> <i>Rhetorical Devices</i> <i>Article: What Makes Our Identity?</i> <i>Ted: Embracing Otherness; Embracing Myself</i> <i>Create Your Own Identity (Inspirational)</i> <i>Royal Shakespeare Company: The Othello Rap</i> <i>Sophomore Online Textbook</i> <i>Ted Talk: Looks Aren't Everything. Believe Me, I'm a Model</i></p>

Poetry chosen from the following:

“A Far Cry From Africa,” “Nights in the Gardens of Port of Spain” - Derek Walcott
 “Heritage,” “Incident,” and “Yet Do I Marvel” - Countee Cullen
 “When Lilacs Last In The Dooryard Bloomed,” “O Captain, My Captain” - Walt Whitman
 “The Truth the Dead Know” - Anne Sexton
 “Morning Song” - Sylvia Plath
 “Aunt Jennifer’s Tigers” - Adrienne Rich

Recommended poets:

Langston Hughes
 Gwendolyn Brooks
 Maya Angelou
 Sandra Cisneros
 Gary Soto
 Emily Dickinson

Drama chosen from the following (pick 1):

A Raisin in the Sun, Othello, Fences

District/School Writing Tasks

Primary Focus

- Read widely across genres and apply principles used within this unit
- Continue development in student fluency, stamina, and comprehension using close reading strategies
- Write a literary analysis essay
- Write an argumentative essay
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Secondary Focus

- Using detailed and explicit text evidence to support the analysis of readings
- Continue development of students’ authorial voice and style
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- 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

Routine Writing

- Readers’ and writers’ notebooks should be used daily. Students should be journaling in class approximately 35 minutes per week
- Timed writing 1x per month in response to a cold read (something a student has not read before). Students can be given a choice of readings. Reading can be differentiated.
- Mini research assignments
- Literary Analysis Writing
- Synthesis Writing

Deliver a speech to their peers

Primary Interdisciplinary Connections:

[New Jersey Student Learning Standards for Social Studies](#)

[New Jersey Core Curriculum Content Standards for Technology](#)

[New Jersey Core Curriculum Content Standards for Visual and Performing Arts](#)

21st Century Life and Career Standards

Career Ready Practices:

- ❖ CRP1. Act as a responsible and contributing citizen and employee.
- ❖ CRP2. Apply appropriate academic and technical skills.
- ❖ CRP3. Attend to personal health and financial well-being.
- ❖ CRP4. Communicate clearly and effectively and with reason.
- ❖ CRP5. Consider the environmental, social and economic impacts of decisions.
- ❖ CRP6. Demonstrate creativity and innovation.
- ❖ CRP7. Employ valid and reliable research strategies.
- ❖ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- ❖ CRP9. Model integrity, ethical leadership and effective management.
- ❖ CRP10. Plan education and career paths aligned to personal goals.
- ❖ CRP11. Use technology to enhance productivity.

Special Education Students

- *Provide clear and specific directions*
- *Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing*
- *Provide class notes ahead of time to allow students to preview material and increase comprehension*
- *Provide extended time*
- *Simplify written and verbal instructions*
- *Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words*
- *Utilize graphic organizers to help provide a purpose for reading and increase comprehension*
- *Assign peer tutor*
- *Provide clear and specific directions*
- *Provide class notes ahead of time to allow students to preview material and increase comprehension*
- *Provide extended time*
- *Simplify written and verbal instructions*
- *Seating arrangements to enhance teacher-student and student-student interactions and instruction*

504 Students

- *Provide clear and specific directions*
- *Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing*
- *Provide class notes ahead of time to allow students to preview material and increase comprehension*
- *Provide extended time*
- *Simplify written and verbal instructions*
- *Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words*
- *Utilize graphic organizers to help provide a purpose for reading and increase comprehension*
- *Assign peer tutor*
- *Provide clear and specific directions*
- *Provide class notes ahead of time to allow students to preview material and increase comprehension*
- *Provide extended time*
- *Simplify written and verbal instructions*
- *Seating arrangements to enhance teacher-student and student-student interactions and instruction*

Gifted and Talented

- *Extension activities*
- *Opportunities for Critical Thinking, problem Solving/Design Challenges*
- *Technology Integration*
- *Student Choice Activities and Student Driven Activities*

- ❖ CRP12. Work productively in teams while using cultural global competence.

Personal Financial Literacy:

- ❖ 9.1.12.F.3 Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

Career Awareness, Exploration and Preparation:

- ❖ 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career and Technical Education:

- ❖ 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
- ❖ 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- ❖ 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

- *Group Projects*
- *Tiered Activities*

English Language Learners

- *Provide clear and specific directions*
- *Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing*
- *Provide class notes ahead of time to allow students to preview material and increase comprehension*
- *Provide extended time*
- *Simplify written and verbal instructions*
- *Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words*
- *Use visual representations*
- *Allow use of first language*
- *Peer tutoring/partner work*
- *Repeated directions*
- *Limit number of concepts/vocabulary words*

Students At Risk of School Failure

- *Cooperative Learning groups*
- *Multiple intelligences to meet all types of learners*
- *Review and make necessary IEP modifications/504 plan*
- *Whiteboards*
- *Flexible Grouping*
- *Graphic Organizer*
- *Desk-Side Conferencing*
- *Personal Agendas*
- *Think/Pair Share*
- *Open-Ended Activities*
- *Games*
- *Multiple Level Questions*
- *Alternative Assessment and rubrics*
- *Flashcards*
- *Listening Comprehension*

Unit 3, Grade 10: 45 days

Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> ● Make personal connections, make connections to other texts, and or/make global connections where relevant ● Analyze the text for inferred and literal meanings ● Evaluate the relationship between explicit and implicit details and how it contributes to the meaning of the text ● Identify explicit and implicit textual evidence ● Distinguish the difference between strong and insufficient (unreliable) details ● Distinguish text that provides strong support from unsupported, uncertain or insufficient text ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Use direct quotes, paraphrase and summarize objectively
<p>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.</p>	<p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> ● Provide an objective summary of the text ● Evaluate a theme and central idea ● Analyze how details develop the theme/central idea ● Make inferences using explicit and implicit text evidence ● Use the text to draw conclusions about the theme/central idea ● Formulate an objective (free of personal bias) summary of the text ● Determine how the theme/central idea emerges and is refined or strengthened through key details
<p>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.</p>	<p>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.</p>	<p>RL.9-10.3:</p> <ul style="list-style-type: none"> ● Use strong textual support to demonstrate a deeper understanding of characterization ● Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ● Analyze character interactions as they develop plot ● Evaluate simple and complex relationships and/or events and the effects on plot development <p>RI.9-10.3:</p> <ul style="list-style-type: none"> ● Use strong textual support to demonstrate a deeper understanding of how a series of ideas or events are connected ● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text ● Analyze and evaluate word choice that comprise a series of ideas or events and how those keywords advance tension or plot

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<p>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).</p>	<p>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).</p>	<ul style="list-style-type: none"> ● Evaluate figurative meaning ● Evaluate connotative meaning ● Critically examine how word choice impacts meaning ● Critically examine how word choice impacts tone ● Evaluate cumulative impact of word choice ● Critically examine formal vs. informal tone
<p>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 specific effects (e.g. as mystery, tension, or surprise).</p>	<p>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).</p>	<p>RL.9-10.5:</p> <ul style="list-style-type: none"> ● Evaluate and critically examine how an author has chosen to structure a text and order events within it ● Critically examine how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader
		<p>RI.9-10.5:</p> <ul style="list-style-type: none"> ● Use strong textual support to analyze how an author structures the text and develops ideas ● Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text
<p>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.</p>	<p>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.</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> ● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view
		<p>RI.9-10.6:</p> <ul style="list-style-type: none"> ● Critically examine the author’s overall purpose ● Evaluate how an author uses various rhetorical strategies to advance that purpose
<p>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 work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p>		<ul style="list-style-type: none"> ● Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums ● Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message
<p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p>		<ul style="list-style-type: none"> ● Use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text ● Identify allusions ● Compare and contrast use of common ideas/topics between texts or allusions within texts

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Unit 3 Writing Standards	Unit 3 Writing Critical Knowledge and Skills
<p>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.</p> <p>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.</p> <p>W.9-10.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.9-10.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete, and comprehensive piece.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Convey experiences, real or imagined ● Use time as the deep structure of the narrative ● Form or structure based on a progression of events that build upon each other ● Use effective details using precise language ● Create clear point(s) of view established through a narrator, provide characters, and present a situation ● Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures ● Provide a conclusion to the events they set out at the beginning of their narrative
<p>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.)</p>	<ul style="list-style-type: none"> ● Determine writing task type and its appropriate organizational structure ● Identify and understand the writing purpose ● Determine and address the audience appropriately ● Understand and utilize appropriate style
<p>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.</p>	<ul style="list-style-type: none"> ● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
<p>W.9-10.6. Use technology, including the Internet, to produce, share, 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.</p>	<ul style="list-style-type: none"> ● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products
<p>W.9-10.7. (Choice) 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 an understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> ● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information

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<p>W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> ● Gather print and digital information ● Assess the credibility and accuracy of sources ● Assess whether information from reliable and authoritative sources is relevant ● Utilize quotes to further claims ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)
<p>W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>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 mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (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").</p>	<ul style="list-style-type: none"> ● Assess the soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research ● Utilize evidence to support analysis, reflection, and research
<p>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.</p>	<ul style="list-style-type: none"> ● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over short and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision

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Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>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.</p> <p>SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> ● Prepare for discussions ● Read and research materials beforehand ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers ● Set guidelines for class discussions ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in the friendly discussions and decision-making activities ● Reflect upon, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> ● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> ● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading. ● Engage as an active listener and participant ● Use text to show fallibility in speaker’s argument
<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation
<p>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.</p>	<ul style="list-style-type: none"> ● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements
<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> ● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary

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Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1.A. Use parallel structure.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Understand concepts of parallelism (i.e., repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively ● Understand the differences between a phrase and a clause and how to effectively use ● Identify and use various types of phrases and clauses ● Vary sentence structure to convey specific meaning and interest in writing and presentation
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> ● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses ● Use a colon to introduce a list or quotation ● Know and use standard English spelling conventions
<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> ● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work
<p>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.</p> <p>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.</p> <p>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) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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.</p> <p>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).</p>	<ul style="list-style-type: none"> ● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns ● Consult reference materials to derive word meanings and correct pronunciation of words ● Trace the etymology of words ● Use context clues to derive word meaning (connotation, denotation, word function and position)

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<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none">● Interpret and analyze the use of figurative language within a text● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)
<p>L.9-10.6. Acquire and use accurately grade-appropriate 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.</p>	<ul style="list-style-type: none">● Acquire general academic words from content-specific written texts● Independently integrate general academic and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

Unit 3 Love and Truth



“I hope that real love and truth are stronger in the end than any evil or misfortune in this world.” - Charles Dickens

Unit Summary: The classic author James Addison wrote that “The three grand essentials in this life are something to do, something to love, and something to hope for.” Throughout this unit, students will explore through fiction and nonfiction texts the idea of Love and Socialization, and the impact that the presence or lack of presence of these concepts can have on both the psyche and the life successes of those it impacts. In addition, students will be encouraged to make connections to their own lives and experiences as they navigate the struggles of the characters they read about. Many issues involved in love and socialization include the contrast of appearance versus reality. Students will explore how to determine the essential “truth” in the things they study and whether there is any objective truth.

Essential Questions:

What is love?

What are the different types of love?

What is the relationship between love and trust?

How do the many different kinds of love influence our actions?

How does love cloud human judgement and rationality?

Enduring understandings:

Characters in text become a vehicle of different understandings of love and trust which can have both positive and negative consequences.

Love can take the form of religious love, parental love, fraternal love, or romantic love.

The reading of literature offers valuable insights into how love influences personal behaviors and cultural norms.

Love is a universal need which exerts tremendous power over human behavior.

Love often creates a paradox in which one struggles to understand and make decisions.

Unit objectives:

- Students will read a variety of core texts from world literature in order to examine the author’s structure and order of events.
- Students will be able to evaluate the similarities and differences between various accounts of a subject in multiple different mediums.
- Students will be able to use time as the deep structure of narrative writing.
- Students will be able use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text.
- Students will critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text.
- Students will be able to identify and utilize the technique of allusion to comprehend complex characters, plots, and themes.
- Students will analyze poetry for author’s use of poetic devices like allusion, symbolism, and imagery in order to connect to the theme of the search for freedom.
- Students will apply acquired skills to produce a personal narrative that incorporates dialogue, description, and plot in order to develop experiences, events, and characters.
- Students will review numerous works of poetry using important literary devices (comparisons, point of view, rhyme, etc.) as it relates to the topic of love.

District/School Formative Assessment Plan

- Minimum of 45 minutes per week of independent reading in class and a minimum of 5 hours per week outside of school
- Reader’s response notebook: 35 minutes per week combined
- Writer’s notebook: 35 minutes per week combined
- Students using transactional theory as they read independently and collaboratively
- Development of themes in relationship to author’s craft
- Development of original narratives through use of theme, diction, dialogue, sequencing, images and voice
- Facilitating class activities and observing for active student engagement

District/School Summative Assessment Plan

- Students will write an expository essay with textual references explaining how two comparative works use facts, opinions and emotional language to sway the readers opinions:
- Indicate an understanding of rhetorical devices used in texts through periodic assessment
 - Independently integrate numerous literary texts in a literary simulation/synthesis and analysis in a Research Simulation Task, applying all MLA principles
- Students will write a narrative that demonstrates:
- Empathy and an understanding of love, truth, and its complexities
 - Integration of multiple facts from reading and research
 - Incorporation of dialogue, description, and plot in order to develop experiences, events, and characters
- In this unit students should also:
- Demonstrate their mastery by engaging in a student choice performance based assessment project and presentation

Benchmark Assessments:

- NJSLA Assessment
- Quarterly Assessment
- Writing Portfolios

	<p>Alternative Assessments: Independent reading/literature circles Choice boards Skits Presentations I-search research Small group reading and writing conferences</p>
<p>District/School Texts</p>	<p>District/School Supplementary Resources</p>
<p>Fiction texts chosen from the following: <i>The Things They Carried</i> <i>A Farewell to Arms</i> <i>The Scarlet Letter</i> <i>The Fault in Our Stars</i> <i>Of Mice and Men</i> <i>Flowers for Algernon</i> <i>A Lesson Before Dying</i></p> <p>Nonfiction texts chosen from the following: <i>How to Read Literature Like a Professor (Chapters 2, 3, 16, 17)</i> <i>Into the Wild</i> <i>Farewell to Manzanar</i></p> <p>Poems chosen from the following: <i>“The Man He Killed” and “Channel Firing” - Thomas Hardy</i> <i>“Vigil Strains” - Walt Whitman</i> <i>“Dulce et decorum est” - Wilfred Owen</i> <i>“Death of the Ball Turret Gunner” - Randall Jarrell</i> <i>“Sonnet 18” - William Shakespeare</i> <i>“MCMXIV” - Philip Larkin</i> <i>“Letter and Other Worlds” - Michael Ondaatje</i></p> <p>Recommended poets: <i>Gwendolyn Brooks</i> <i>Anne Sexton</i> <i>Toni Morrison</i> <i>Sylvia Plath</i></p>	<p><i>How to Read Literature Like a Professor</i> <i>Ted: Shakespeare Insults</i> <i>Ted: Shakespeare and Hip Hop</i> <i>Ted: A Better Way to Talk About Love</i> <i>Ted: The Brain in Love</i> <i>Ted: The Mysterious Workings of the Adolescent Brain</i> <i>Rhetorical Analysis/Writing Center</i> <i>Rhetorical Devices</i> <i>Rhetorical Analysis Tutorial Handout</i> <i>Sonnet 18 - William Shakespeare</i></p>

<p>Drama: <i>A Midsummer Night's Dream</i> <i>The Taming of the Shrew</i> <i>A Raisin in the Sun</i> <i>Longs Day Journey into Night</i> <i>A Streetcar Named Desire/The Glass Menagerie</i></p>		
<p>District/School Writing Tasks</p>		
<p>Primary Focus</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will respond regularly to text via readers' and writers' notebooks <input type="checkbox"/> Students will develop skills of stating claims and supporting claims with text based evidence <input type="checkbox"/> Formal writing and MLA citation and formatting will be emphasized 	<p>Secondary Focus</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using detailed and explicit text evidence to support the analysis of readings. <input type="checkbox"/> Continue development of students authorial voice and style <input type="checkbox"/> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole <input type="checkbox"/> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters <input type="checkbox"/> 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 	<p>Routine Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readers' and writers' notebooks should be used near daily. Students should be journaling in class approximately 35 minutes per week. <input type="checkbox"/> Timed writing 1x per month in response to a cold read (something a student has not read before). Students can be given a choice of readings. Reading can be differentiated. <input type="checkbox"/> Mini research assignments <input type="checkbox"/> Literary Analysis Writing <input type="checkbox"/> Synthesis Writing
<p>Primary Interdisciplinary Connections: New Jersey Student Learning Standards for Social Studies New Jersey Core Curriculum Content Standards for Technology New Jersey Core Curriculum Content Standards for Visual and Performing Arts</p>		

21st Century Life and Career Standards

Career Ready Practices:

- ❖ CRP1. Act as a responsible and contributing citizen and employee.
- ❖ CRP2. Apply appropriate academic and technical skills.
- ❖ CRP3. Attend to personal health and financial well-being.
- ❖ CRP4. Communicate clearly and effectively and with reason.
- ❖ CRP5. Consider the environmental, social and economic impacts of decisions.
- ❖ CRP6. Demonstrate creativity and innovation.
- ❖ CRP7. Employ valid and reliable research strategies.
- ❖ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- ❖ CRP9. Model integrity, ethical leadership and effective management.
- ❖ CRP10. Plan education and career paths aligned to personal goals.
- ❖ CRP11. Use technology to enhance productivity.
- ❖ CRP12. Work productively in teams while using cultural global competence.

Special Education Students

- *Provide clear and specific directions*
- *Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing*
- *Provide class notes ahead of time to allow students to preview material and increase comprehension*
- *Provide extended time*
- *Simplify written and verbal instructions*
- *Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words*
- *Utilize graphic organizers to help provide a purpose for reading and increase comprehension*
- *Assign peer tutor*
- *Provide clear and specific directions*
- *Provide class notes ahead of time to allow students to preview material and increase comprehension*
- *Provide extended time*
- *Simplify written and verbal instructions*
- *Seating arrangements to enhance teacher-student and student-student interactions and instruction*

504 Students

- *Provide clear and specific directions*
- *Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing*
- *Provide class notes ahead of time to allow students to preview material and increase comprehension*
- *Provide extended time*
- *Simplify written and verbal instructions*
- *Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words*
- *Utilize graphic organizers to help provide a purpose for reading and increase comprehension*
- *Assign peer tutor*
- *Provide clear and specific directions*
- *Provide class notes ahead of time to allow students to preview material and increase comprehension*
- *Provide extended time*
- *Simplify written and verbal instructions*
- *Seating arrangements to enhance teacher-student and student-student interactions and instruction*

Gifted and Talented

- *Extension activities*
- *Opportunities for Critical Thinking, problem Solving/Design Challenges*
- *Technology Integration*
- *Student Choice Activities and Student Driven Activities*
- *Group Projects*

Personal Financial Literacy:

- ❖ 9.1.12.F.3 Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

Career Awareness, Exploration and Preparation:

- ❖ 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career and Technical Education:

- ❖ 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
- ❖ 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- ❖ 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

- *Tiered Activities*

- *Provide clear and specific directions*
- *Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing*
- *Provide class notes ahead of time to allow students to preview material and increase comprehension*
- *Provide extended time*
- *Simplify written and verbal instructions*
- *Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words*
- *Use visual representations*
- *Allow use of first language*
- *Peer tutoring/partner work*
- *Repeated directions*
- *Limit number of concepts/vocabulary words*

English Language Learners

Students At Risk of School Failure

- *Cooperative Learning groups*
- *Multiple intelligences to meet all types of learners*
- *Review and make necessary IEP modifications/504 plan*
- *Whiteboards*
- *Flexible Grouping*
- *Graphic Organizer*
- *Desk-Side Conferencing*
- *Personal Agendas*
- *Think/Pair Share*
- *Open-Ended Activities*
- *Games*
- *Multiple Level Questions*
- *Alternative Assessment and rubrics*
- *Flashcards*
- *Listening Comprehension*

Unit 4, Grade 10: 45 days

Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> ● Make personal connections, make connections to other texts, and or/make global connections where relevant ● Evaluate the relationship between explicit and implicit details and how it contributes to the meaning of text ● Identify explicit and implicit textual evidence ● Distinguish the difference between strong and insufficient (unreliable) details ● Distinguish text that provides strong support from unsupported, uncertain or insufficient text ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Use direct quotes, paraphrase and summarize objectively ● Analyze text for inferred and literal meanings
<p>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.</p>	<p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> ● Provide an objective summary of the text ● Evaluate a theme and central idea ● Analyze how details develop the theme/central idea ● Make inferences using implicit and explicit text evidence ● Use the text to draw conclusions about the theme/central idea ● Formulate an objective (free of personal bias) summary of the text ● Determine how the theme/central idea emerges and is refined or strengthened through key details
<p>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.</p>	<p>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.</p>	<p>RL.9-10.3:</p> <ul style="list-style-type: none"> ● Use strong textual support to demonstrate a deeper understanding of characterization ● Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ● Analyze character interactions as they develop plot ● Evaluate simple and complex relationships and/or events and the effects on plot development <p>RI.9-10.3:</p> <ul style="list-style-type: none"> ● Use strong textual support to demonstrate a deeper understanding of how a series of ideas or events are connected ● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text ● Identify and analyze word choice that comprise a series of events or ideas and how these keywords advance the tension or plot

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<p>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).</p>	<p>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).</p>	<ul style="list-style-type: none"> ● Evaluate figurative meaning ● Evaluate connotative meaning ● Critically examine how word choice impacts meaning ● Critically examine how word choice impacts tone ● Evaluate cumulative impact of word choice ● Critically examine formal vs. informal tone
<p>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 specific effects (e.g. as mystery, tension, or surprise).</p>	<p>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).</p>	<p>RL.9-10.5:</p> <ul style="list-style-type: none"> ● Evaluate and critically examine how an author has chosen to structure a text and order events within it ● Critically examine how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader
		<p>RI.9-10.5:</p> <ul style="list-style-type: none"> ● Use strong textual support to analyze how an author structures the text and develops ideas ● Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text
<p>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.</p>	<p>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.</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> ● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view
		<p>RI.9-10.6:</p> <ul style="list-style-type: none"> ● Critically examine the author’s overall purpose ● Evaluate how an author uses various rhetorical strategies to advance that purpose

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<p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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” Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>	<p>RL.9-10.9:</p> <ul style="list-style-type: none"> ● Use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text <p>RI.9-10.9:</p> <ul style="list-style-type: none"> ● Study and evaluate influential U.S. documents ● Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge
<p>RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p>	<p>RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.</p>	<ul style="list-style-type: none"> ● Closely read various forms of literature independently and fluently, including stories, dramas, and poems ● Demonstrate comprehension of various forms of literary text ● Make connections among ideas and between texts ● Consider a wider range of textual evidence ● Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts ● Monitor comprehension ● Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text

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Unit 4 Writing Standards	Unit 4 Writing Critical Knowledge and Skills
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> ● Develop a strong formal style appropriate for the task ● Maintain a tone that is free of bias ● Integrate multimedia when appropriate and effective ● Use relevant and sufficient facts, definitions, details, and quotes ● Use sources that are appropriate to the task, audience, and purpose ● Choose precise words and domain-specific vocabulary ● Introduce a topic arranging ideas, concepts, and information to show interrelationships ● Format effectively ● Develop a topic ● Organize graphics ● Provide multimedia when useful ● Use transitions to link together the major sections of the text ● Write a concluding paragraph or section that supports the information presented ● Choose a formal style and objective tone ● Decide what organization is most effective for purpose, audience, and task ● Determine how many facts, definitions, details, quotations and other information are needed
<p>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.)</p>	<ul style="list-style-type: none"> ● Determine writing task type and its appropriate organizational structure ● Identify and understand the writing purpose ● Determine and address the audience appropriately ● Understand and utilize appropriate style
<p>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.</p>	<ul style="list-style-type: none"> ● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
<p>W.9-10.6. Use technology, including the Internet, to produce, share, 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.</p>	<ul style="list-style-type: none"> ● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products

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<p>W.9-10.7. (Choice) 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 an understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> ● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information
<p>W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> ● Gather print and digital information ● Assess the credibility and accuracy of sources ● Assess whether information from reliable and authoritative sources is relevant ● Utilize quotes to further claims ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)
<p>W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. 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 mythology or the Bible or how a later author draws on a play by Shakespeare]"). W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (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").</p>	<ul style="list-style-type: none"> ● Assess the soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. ● Utilize evidence to support analysis, reflection, and research
<p>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.</p>	<ul style="list-style-type: none"> ● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over short and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision

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Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>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.</p> <p>SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> ● Prepare for discussions ● Read and research materials beforehand ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers ● Set guidelines for class discussions ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in the friendly discussions and decision-making activities ● Reflect upon, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> ● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> ● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading ● Move from passive listeners to active participant ● Use text/source to show fallibility in speaker’s reasoning

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<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none">● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective● Draw information from primary and secondary sources, and provide a conclusion● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience● Present information clearly, concisely, and logically● Use correct eye contact● Adapt volume and tone to audience and purpose● Speak with clear pronunciation
<p>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.</p>	<ul style="list-style-type: none">● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements.
<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none">● Adapt speech delivery to audience and purpose● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary

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Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1.A. Use parallel structure.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Understand concepts of parallelism (i.e., repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively ● Understand the differences between a phrase and a clause and how to effectively use ● Identify and use various types of phrases and clauses ● Vary sentence structure to convey specific meaning and interest in writing and presentation
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> ● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses ● Use a colon to introduce a list or quotation ● Know and use standard English spelling conventions
<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> ● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work
<p>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.</p> <p>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.</p> <p>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) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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.</p> <p>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).</p>	<ul style="list-style-type: none"> ● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns ● Consult reference materials to derive word meanings and correct pronunciation of words ● Trace the etymology of words ● Use context clues to derive word meaning (connotation, denotation, word position and function)

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<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none">● Interpret and analyze the use of figurative language within a text● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)
<p>L.9-10.6. Acquire and use accurately grade-appropriate 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.</p>	<ul style="list-style-type: none">● Acquire general academic words from content-specific written texts● Independently integrate general academic and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

Unit 4 Technology, Media, and the Individual

“The real power of interactive technologies is that they let us learn in ways that aren’t otherwise possible or practical.” - David Lassner



The 21st century student gathers the majority of their information from non-reading formats. As a result, it is necessary that education expands the students ability to assess, analyze, and reiterate the information that they access. Visual, aural and multimedia information needs a structure for context and understanding in the same way that literature has in previous generations. In addition, students need to be able to present the learned knowledge in the formats that their peers, and the world around can best access. Many of the principles that the students have learned for close reading, writing, and analysis can be applied to their consumption of modern media. Students must also master the skills of transferring the educational principles to new media as they come along.

Essential questions:

How do we know what we know?

How does the media shape our view of the world and ourselves?

How can the individual judge the difference, or draw a line between illusion and reality?

In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?

Is the internet a viable alternative to the traditional methods of gathering information?

Enduring understanding:

Information comes from a variety of sources.

Understanding the role and strategies of media presentation will help the student better process multiple sources of information.

Our ability to process and communicate what is factual and accurate, as well as valid and invalid is essential to a deeper understanding of a topic.

As technology becomes more integrated into our lives and culture, our skill in applying them constructively is paramount.

The more sources one is able to utilize and synthesize, the better one is able to reach valid conclusions.

Unit objectives:

Students will study and evaluate influential texts and media.

Students will study/analyze both fiction and nonfiction (documentary) in both text and media formats.

Students will evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge.

Students will evaluate texts and media for literary elements like point of view conflict, setting, characterization, tone, and suspense.

Students will review themes and apply these ideas to contemporary global issues through socratic and literary circle discussions.

Students will analyze rhetorical devices that advance the plot such as ethos, pathos, and logos through the variety of mediums offered in this unit’s curriculum.

Students will become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts and media.

Students will participate in a PBL and be able to create a strong product of their choosing that demonstrates their knowledge of effective communication.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> ❑ Minimum of 45 minutes per week of independent reading in class and a minimum of 5 hours per week outside of school ❑ Reader’s response notebook: 35 minutes per week combined ❑ Writer’s notebook: 35 minutes per week combined ❑ Students using transactional theory as they read and view independently and collaboratively ❑ Development of themes in relationship to author’s craft ❑ Development of synthesis in writing to demonstrate proper structure, organizations, effective textual evidence, and connections between genres ❑ Proper use and understanding of media will be reinforced and emphasized ❑ Socratic circle discussions in which students share their interpretations, and defend an interpretation of the text or media being discussed 	<p>Students will create and present four multimedia presentations (selected from the topics below) during the course of this unit that includes research and a written response. The presentations will be in response to the following topics:</p> <ul style="list-style-type: none"> ❑ Short novel (exp: “The Body”) research and present content, author bio, analysis and critical research ❑ Film analysis and concepts (exp: “Citizen Kane”) research and present content, author bio, analysis and critical research ❑ Speech comparative analysis (exp “I Have a Dream” vs; “Gettysburg Address”) research and present content, author bio, analysis and critical research. ❑ Poetry analysis that explores single poet (exp T.S. Eliot or choices) research and present content, author bio, analysis and critical research of style and several example poems ❑ Using presentation software, students will be able to locate, research, organize and reference written and computer researched sources to create a variety of multimedia projects ❑ Students will develop a variety of multimedia productions to include TED Talks, marketing projects, and analysis of advertising and its impact. Students will use a variety of applications and software programs of choice to develop projects. <p>Benchmark Assessments: NJSLA Assessment Quarterly Assessment Writing Portfolios</p> <p>Alternative Assessments: Independent reading/literature circles Choice boards Skits Presentations I-search research Small group reading and writing conferences</p>

District/School Texts	District/School Supplementary Resources
<p>★ <i>Regular computer access and program usage (Powerpoint, Google Slides Presentation, Prezi, and Movie Maker and others)</i></p> <p>★ <i>Informational articles on topics such as marketing, advertisement strategies, op-ed pieces, impact of media.</i></p> <p>Fiction texts chosen from the following: <i>Hunger Games</i> <i>Of Mice and Men</i> <i>A Prayer for Owen Meany</i> <i>The Curious Incident of the Dog in the Night-Time</i> <i>The Body</i> <i>The Shawshank Redemption</i></p> <p>***<i>Novels chosen should be read and compared/contrasted consecutively with matching film version to analyze and critically examine the elements used in each genre/media.</i>***</p> <p>***<i>In addition, any core text that has not been used in earlier units may be examined here.</i>****</p> <p>Recommended poets: <i>Adrienne Rich</i> <i>Leroi Jones (Amiri Baraka)</i> <i>Derek Walcott</i> <i>Margaret Atwood</i> <i>Robert Pinsky</i> <i>James Merrill</i> <i>Louise Erdrich</i> <i>John Ashbery</i> <i>exploration of modern music as poetry</i></p>	<p>How to Read Literature Like a Professor Rhetorical Analysis/Writing Center Rhetorical Devices Rhetorical Analysis Tutorial Handout List/Definitions of Common Rhetorical Devices Persuasive Language: Ethos, Pathos, Logos Rhetorical Device Practice The Art of Persuasion Packet Ted Talk: The Hidden Influence of Social Networks Ted Talk: Why Social Media is Re-Imagining Our Future Ted Talk: The Conscience of Television Ted Talk: Does the Media Have a "Duty of Care?" Ted Talk: How Fake News Does Real Harm Ted Talk: An Everyday Guide to Outsmart the Media This is Water Video - David Foster Wallace This is Water Text - David Foster Wallace Video: Look Up: Spoken Word Poetry Ted Talk: How Movies Teach Manhood Ted Talk: How Media Affects Youth The Importance of Media in the Classroom Text: The Last Lecture - Randy Pausch Ted Talk: Really Achieving Your Childhood Dreams - Randy Pausch NY Times article: "Randy Pausch, 47, Dies; His 'Last Lecture' Inspired Many to Live With Wonder" Video: Brain Games - "The Power of Persuasion" Video: "A World Where Fish Are No Longer Forced to Climb Trees"</p>

TRHS 10 Honors/College Prep/General Studies

Films/video chosen from the following:

Julius Caesar (excerpts) to study speech and persuasion

“This is Water” David Foster Wallace

“The Hidden Meanings in Kids’ Movies” Colin Stokes

“Look Up” video

Citizen Kane

Vertigo

Fargo

Schindler’s List

Dead Poets Society

Blood Simple

The Third Man

Nonfiction chosen from the following:

How to Read Literature Like a Professor (Chapters 24, 25, 26)

“The Last Lecture” - Randy Pausch

“This is Water” - David Foster Wallace

Darkness at Noon - Harold Krents

Into the Wild

District/School Writing Tasks

Primary Focus

- Read widely across genres and apply principles used within this unit
- Continue development in student fluency, stamina, and comprehension using close reading strategies
- Respond to open-ended research questions in PBL format
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- Produce clear and coherent exploration of media in which the development, organization, style and presentation are appropriate to task, purpose, and audience

Secondary Focus

- Using detailed and explicit text evidence and electronic media to support the analysis of reading and viewing
- Identify and evaluate the author's tone and how it affects the text, film or media presentation as a whole
- Continue development of students' authorial voice and style.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- 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
- Develop and strengthen presentations 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

Routine Writing

- Readers' and writers' notebooks should be used near daily. Students should be journaling in class approximately 35 minutes per week.
- Timed writing 1x per month in response to a cold read (something a student has not read before). Students can be given a choice of readings. Reading can be differentiated.
- Mini research assignments and opportunity to access media and electronic research.
- Literary Analysis Writing
- Synthesis Writing
- Argumentative Writing

Primary Interdisciplinary Connections:

- [New Jersey Student Learning Standards for Social Studies](#)
- [New Jersey Core Curriculum Content Standards for Technology](#)
- [New Jersey Core Curriculum Content Standards for Visual and Performing Arts](#)

21st Century Life and Career Standards

Career Ready Practices:

- ❖ CRP1. Act as a responsible and contributing citizen and employee.
- ❖ CRP2. Apply appropriate academic and technical skills.
- ❖ CRP3. Attend to personal health and financial well-being.
- ❖ CRP4. Communicate clearly and effectively and with reason.
- ❖ CRP5. Consider the environmental, social and economic impacts of decisions.
- ❖ CRP6. Demonstrate creativity and innovation.
- ❖ CRP7. Employ valid and reliable research strategies.
- ❖ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- ❖ CRP9. Model integrity, ethical leadership and effective management.
- ❖ CRP10. Plan education and career paths aligned to personal goals.
- ❖ CRP11. Use technology to enhance productivity.
- ❖ CRP12. Work productively in teams while using cultural global competence.

Special Education Students

- *Provide clear and specific directions*
- *Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing*
- *Provide class notes ahead of time to allow students to preview material and increase comprehension*
- *Provide extended time*
- *Simplify written and verbal instructions*
- *Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words*
- *Utilize graphic organizers to help provide a purpose for reading and increase comprehension*
- *Assign peer tutor*
- *Provide clear and specific directions*
- *Provide class notes ahead of time to allow students to preview material and increase comprehension*
- *Provide extended time*
- *Simplify written and verbal instructions*
- *Seating arrangements to enhance teacher-student and student-student interactions and instruction*

504 Students

- *Provide clear and specific directions*
- *Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing*
- *Provide class notes ahead of time to allow students to preview material and increase comprehension*
- *Provide extended time*
- *Simplify written and verbal instructions*
- *Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words*
- *Utilize graphic organizers to help provide a purpose for reading and increase comprehension*
- *Assign peer tutor*
- *Provide clear and specific directions*
- *Provide class notes ahead of time to allow students to preview material and increase comprehension*
- *Provide extended time*
- *Simplify written and verbal instructions*
- *Seating arrangements to enhance teacher-student and student-student interactions and instruction*

Gifted and Talented

- *Extension activities*
- *Opportunities for Critical Thinking, problem Solving/Design Challenges*
- *Technology Integration*
- *Student Choice Activities and Student Driven Activities*
- *Group Projects*

Personal Financial Literacy:

- ❖ 9.1.12.F.3 Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

Career Awareness, Exploration and Preparation:

- ❖ 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career and Technical Education:

- ❖ 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
- ❖ 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- ❖ 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

- *Tiered Activities*

English Language Learners

- *Provide clear and specific directions*
- *Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing*
- *Provide class notes ahead of time to allow students to preview material and increase comprehension*
- *Provide extended time*
- *Simplify written and verbal instructions*
- *Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words*
- *Use visual representations*
- *Allow use of first language*
- *Peer tutoring/partner work*
- *Repeated directions*
- *Limit number of concepts/vocabulary words*

Students At Risk of School Failure

- *Cooperative Learning groups*
- *Multiple intelligences to meet all types of learners*
- *Review and make necessary IEP modifications/504 plan*
- *Whiteboards*
- *Flexible Grouping*
- *Graphic Organizer*
- *Desk-Side Conferencing*
- *Personal Agendas*
- *Think/Pair Share*
- *Open-Ended Activities*
- *Games*
- *Multiple Level Questions*
- *Alternative Assessment and rubrics*
- *Flashcards*
- *Listening Comprehension*