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# American Literature

Delaware Valley Regional / 2021-2022 / Grade 10 / English Language Arts / American Literature

Unit	Content	Objectives	Assessments	Standards	Resources
<b>Benchmark X Assessments</b> <i>(Week 1, 39 Weeks)</i>	These assessments will help to establish understanding of student skill level and growth.	SWBAT complete assessments within time constraints. SWBAT read and write at or above grade level.	<b>Benchmark Assessment: Beginning of Year Calibration Test Standardized Test</b> <b>Benchmark Assessment: Beginning of year essay Expository Essay</b> <b>Benchmark Assessment: Final Exam Standardized Test</b> Includes sections on matching, passage-based reading & analysis, and analytical writing.	<b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grades 9-10</b> <b>Reading: Literature</b> <b>Key Ideas and Details</b> <b>NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>  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.  <b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>	Exam materials

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				<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><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <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><b>Craft and Structure</b>  <b>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RL.9-10.4. Determine the meaning of words and</p>	

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				<p>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><b>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <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. mystery, tension, or surprise).</p> <p><b>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b></p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of</p>	

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				<p>literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>Integration of Knowledge and Ideas</b>  <b>NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <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> <p><b>Range of Reading and Level of Text Complexity</b>  <b>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></p> <p>RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas,</p>	

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				<p>and poems, at grade level or above.</p> <p><b>Reading:</b>  <b>Informational Text</b>  <b>Key Ideas and Details</b>  <b>NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></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> <p><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by</p>	

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				<p>specific details; provide an objective summary of the text.</p> <p><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></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><b>Craft and Structure</b>  <b>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></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</p>	

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				<p>language of a court opinion differs from that of a newspaper).</p> <p><b>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></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><b>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b></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><b>Integration of Knowledge and Ideas</b>  <b>NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and</b></p>	

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				<p><b>quantitatively, as well as in words.</b></p> <p>R1.9-10.7 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> <p><b>NJLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)</b></p> <p>R1.9-10.8. 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 reasoning.</p> <p><b>Range of Reading and Level of Text Complexity NJLSA.R10 Read and comprehend complex literary and informational texts independently and</b></p>	

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				<p><b>proficiently with scaffolding as needed.</b></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> <p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <p><b>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <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.9-10.1a. 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.9-10.1b. Develop claim(s) and counterclaims avoiding</p>	

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				<p>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.9-10.1c. 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.9-10.1d. 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.9-10.1e. Provide a concluding paragraph or section that supports the argument presented.</p>	

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				<p><b>NJ: 2014 SLS: 21st Century Life and Careers</b>  <b>NJ: All Grades</b></p> <hr/> <p><b>Career Ready Practices</b>  <b>Career Ready Practices</b></p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p><b>This Land is Your Land: Creation of American Ident</b>  <i>(Week 1, 7 Weeks)</i></p>	<p>REQUIRED UNIT</p> <p>This unit includes the foundational documents of the United States, establishing an identity for the nation. Works are addressed through both their rhetorical decisions and the historical impact. A combination of fiction and non-fiction works will be studied.</p>	<p>SWBAT identify and understand the cultural and historical context of the work. SWBAT identify literary devices and analyze their effect on the text. SWBAT understand the author's biographical information as it pertains to their role in history and the text. SWBAT understand the historical context and cultural impact of the text.</p>	<p><b>Summative: Close Reading Analysis Standardized Test</b>  <b>Formative: Writing Response Other written assessments</b></p>	<p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 9-10</b></p> <hr/> <p><b>Reading: Literature</b>  <b>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background</p>	<p>Core Texts:</p> <ul style="list-style-type: none"> <li>• Document: Declaration of Independence (1776)</li> <li>• Document: The Constitution (1789) OR Federalist Paper #1 OR #10 OR #51</li> <li>• Document: Bill of Rights (1791)</li> </ul>

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	<p>Cross-curricular Standard: 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).</p>	<p>SWBAT conduct research.  SWBAT identify and discuss major themes and ideas.  SWBAT write responses to a variety of prompts and questions.</p> <p>SWBAT 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> <p>SWBAT 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> <p>SWBAT 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</p>		<p>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><b>Reading:</b>  <b>Informational Text</b>  <b>Key Ideas and Details</b>  <b>NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>R1.9-10.1 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> <p><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development;</b></p>	

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		<p>connections that are drawn between them.            SWBAT 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).            SWBAT 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).            SWBAT 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.            SWBAT Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia),</p>		<p><b>summarize the key supporting details and ideas.</b></p> <p>R1.9-10.2. 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> <p><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>R1.9-10.3. 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><b>Craft and Structure</b>  <b>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>R1.9-10.4. Determine the meaning of words and</p>	

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		<p>determining which details are emphasized in each account.</p> <p>SWBAT 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 reasoning.</p> <p>SWBAT 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>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><b>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></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><b>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b></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</p>	

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		<p>SWBAT 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>SWBAT By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>SWBAT Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>SWBAT Draw evidence from literary</p>		<p>advance that point of view or purpose.</p> <p><b>Integration of Knowledge and Ideas</b>  <b>NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <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> <p><b>NJLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>  <b>(Not applicable to literature)</b></p> <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</p>	

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		<p>or informational texts to support analysis, reflection, and research.</p> <p>SWBAT 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>SWBAT 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> <p>SWBAT 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>		<p>false statements and reasoning.</p> <p><b>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></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><b>Range of Reading and Level of Text Complexity</b></p> <p><b>NJLSA.R10 Read and comprehend complex literary and informational texts independently and</b></p>	

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				<p><b>proficiently with scaffolding as needed.</b></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> <p><b>Writing</b></p> <p><b>Production and Distribution of Writing</b>  <b>NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></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> <p><b>Research to Build and Present Knowledge</b>  <b>NJLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the</b></p>	

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				<p><b>subject under investigation.</b></p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>NJLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9a. 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</p>	

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				<p>on a play by Shakespeare]”).</p> <p>W.9-10.9b. 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> <p><b>Range of Writing NJLSA.W10 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.</b></p> <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> <p><b>NJ: 2020 SLS: Social Studies</b>  <b><u>NJ: End of Grade 12</u></b>  <b>6.1 U.S. History:</b>  <b>America in the World:</b></p>	

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				<p><b>Era 2. Revolution and the New Nation (1754–1820s)</b></p> <p><b>Chronological sequencing serves as a tool for analyzing past and present events.</b></p> <p>6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p><b>Song of Myself: Individuality, Conformity &amp; Society</b> (Week 6, 33 Weeks)</p>	<p>Optional unit with teachers and student choice. Works explore individual stories and experiences through both fiction and non-fiction resources. Student choice is greatly encouraged in selecting from this list or exploring other individuals of interest or importance, whether globally, historically,</p>	<p>As many units and works will be selected by teachers as appropriate to their classes, they will ensure that all standards and objectives are met across their selections.</p> <p>SWBAT Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as</p>	<p><b>Summative: Essay Expository Essay</b> <b>Formative: Close Reading</b> <b>Other written assessments</b></p>	<p><b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grades 9-10</b></p> <p><b>Reading: Literature</b> <b>Key Ideas and Details</b> <b>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p>	<p>Supplemental Texts:</p> <ul style="list-style-type: none"> <li>• Textbook: <i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i></li> <li>• Novel: <i>Speak</i> by Laurie Halse Anderson <ul style="list-style-type: none"> <li>○ Excerpts from <i>Shout</i> by Laurie Halse Anderson</li> </ul> </li> <li>• Novel: <i>The Scarlet Letter</i> by Nathaniel Hawthorne</li> </ul>

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	<p>culturally, or even personally.</p> <p>Cross-Curricular Standard: APA 1.3 Discuss the relationship between culture and conceptions of self and identity</p>	<p>inferentially, including determining where the text leaves matters uncertain.</p> <p>SWBAT 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>SWBAT 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>SWBAT 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>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><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <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><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course</p>	<ul style="list-style-type: none"> <li>• Play: <i>A Streetcar Named Desire</i> by Tennessee Williams <ul style="list-style-type: none"> <li>○ "A Concise Introduction to: Tennessee Williams"</li> <li>○ "Fundamentals: History of Tennessee Williams"</li> <li>○ "Fundamentals: Aims of Tennessee Williams"</li> <li>○ "Fundamentals: Methods of Tennessee Williams"</li> </ul> </li> <li>• Novel: <i>Their Eyes Were Watching God</i> by Zora Neale Hurston <ul style="list-style-type: none"> <li>○ "Looking for Zora" by Alice Walker</li> <li>○ Scholarly Essay: "Cognitive Construction of the Self in Hurston" by Patrick S. Bernard</li> </ul> </li> <li>• Film: <i>The Greatest Showman</i> (2017) Dir. by Michael Gracey (1:45)</li> <li>• Excerpt from <i>My Bondage and My Freedom</i>: "An Enslaved Caulker in</li> </ul>

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		<p>SWBAT 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. mystery, tension, or surprise).</p> <p>SWBAT 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> <p>SWBAT By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>SWBAT 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</p>		<p>of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>Craft and Structure</b>  <b>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <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><b>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <p>RL.9-10.5. Analyze how an author's choices concerning how to</p>	<p>the Baltimore Shipyards" from <i>My Bondage and My Freedom</i> by Frederick Douglass (1855)</p> <ul style="list-style-type: none"> <li>• Excerpts from <i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs</li> <li>• Excerpt from <i>Self-Reliance</i> by Ralph Waldo Emerson COMMONLIT</li> <li>• Excerpt from <i>Honky</i> by Dalton Conley COMMONLIT</li> <li>• Excerpt from <i>Laughing at My Nightmare</i> by Shane Burcaw</li> <li>• Excerpts: <i>Disability Visibility</i> Edited by Alice Wong</li> <li>• Excerpts: <i>Tell Me Who You Are</i> by Winona Guo and Priya Vulchi</li> <li>• "First Lady Barbara Bush's Commencement Address at Wellesley College" COMMONLIT</li> <li>• Short Story: "The Yellow Wallpaper" by Charlotte Perkins Gilman (A 39:16)</li> <li>• Short Story: "The Story of an Hour" by Kate Chopin (A 7:50)</li> </ul>

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>inferentially, including determining where the text leaves matters uncertain.</p> <p>SWBAT 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> <p>SWBAT 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>SWBAT 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>SWBAT Analyze in detail how an author's ideas or claims are developed and refined by particular</p>		<p>structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p><b>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b></p> <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><b>Integration of Knowledge and Ideas</b>  <b>NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <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</p>	<ul style="list-style-type: none"> <li>• Short Story: "The Outcasts of Poker Flat" by Bret Harte <ul style="list-style-type: none"> <li>◦ "The Outcasts of Poker Flat" by Bret Harte ADAPTED (A 14:24)</li> </ul> </li> <li>• Short Story: "The Birthmark" by Nathaniel Hawthorne</li> <li>• Essay: "On Being a Cripple" by Nancy Mairs</li> <li>• Video: "I Am Not Your Asian Stereotype" by Canwen Xu (9:38)</li> <li>• Song: "This is My Fight Song" by Rachel Platten</li> <li>• Song: "Don't Stop Believin'" by Journey</li> <li>• Song: "I Will Survive" by Gloria Gaynor</li> <li>• Poem: "America" by Claude McKay (1921) COMMONLIT</li> <li>• Poem: Excerpts from "Song of Myself" by Walt Whitman</li> <li>• Poem: "The Unknown Citizen" by W.H. Auden</li> <li>• Poem: "anyone lived in a pretty how town" by e.e. Cummings</li> </ul>

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>SWBAT 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>SWBAT 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> <p>SWBAT 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 reasoning.</p> <p>SWBAT Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</p>		<p>Breughel's Landscape with the Fall of Icarus).</p> <p><b>Range of Reading and Level of Text Complexity</b>  <b>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></p> <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><b>Reading:</b>  <b>Informational Text</b>  <b>Key Ideas and Details</b>  <b>NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>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>SWBAT By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>SWBAT Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>SWBAT Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among</p>		<p>the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></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> <p><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></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><b>Craft and Structure</b>  <b>NJLSA.R4 Interpret words and phrases as they are used in a text,</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>claim(s), counterclaims, reasons, and evidence.            SWBAT 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.            SWBAT 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.            SWBAT 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</p>		<p><b>including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></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><b>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></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><b>NJLSA.R6 Assess how point of view or purpose shapes the</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>conventions of the discipline in which they are writing.            SWBAT Provide a concluding paragraph or section that supports the argument presented.            SWBAT 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.            SWBAT 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.            SWBAT Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate</p>		<p><b>content and style of a text.</b></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><b>Integration of Knowledge and Ideas</b>  <b>NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <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> <p><b>NJLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>  <b>(Not applicable to literature)</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>to the audience's knowledge of the topic.</p> <p>SWBAT 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>SWBAT Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>SWBAT 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>SWBAT Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>SWBAT Produce clear and coherent writing in which the</p>		<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 reasoning.</p> <p><b>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></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>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SWBAT Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>SWBAT Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>SWBAT Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the</p>		<p><b>Range of Reading and Level of Text Complexity</b>  <b>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></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> <p><b>Writing</b>  <b>Text Types and Purposes</b>  <b>NJLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <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.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>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).            SWBAT Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.            SWBAT 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].            SWBAT 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>		<p>create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1b. 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.9-10.1c. 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.9-10.1d. 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>SWBAT 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>		<p>of the discipline in which they are writing.</p> <p>W.9-10.1e. Provide a concluding paragraph or section that supports the argument presented.</p> <p><b>NJLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></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.9-10.2a. 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.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.9-10.2c. 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.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2e. 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.9-10.2f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	
				<p><b>Production and Distribution of Writing</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></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> <p><b>NJLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></p> <p>W.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>Research to Build and Present Knowledge</b>  <b>NJLSA.W7 Conduct short as well as more sustained research projects based on</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>focused questions, demonstrating understanding of the subject under investigation.</b></p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>NJLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p><b>NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9a. 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.9-10.9b. 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>false statements and fallacious reasoning”).</p> <p><b>Range of Writing</b>  <b>NJLSA.W10 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.</b></p> <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> <p><b>APA: National Standards for HS Psychology Curricula (2011)</b>  <u><b>APA: High School</b></u>  <b>Sociocultural Context Domain</b>  <b>Sociocultural Diversity -</b>  <b>- CONTENT STANDARD</b>  <b>1: Social and cultural diversity</b></p> <p>1.3 Discuss the relationship between culture and conceptions of self and identity</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
<p><b>This Land is My Land: The Evolution of American Id</b> (Week 6, 33 Weeks)</p>	<p>Optional unit with teachers and student choice. Works explore individual stories and experiences through both fiction and non-fiction resources. Student choice is greatly encouraged in selecting from this list or exploring other individuals of interest or importance, whether globally, historically, culturally, or even personally.</p> <p>Cross-Curricular Standard: APA 1.2 Identify how cultures change over time and vary within nations and internationally</p>	<p>As many units and works will be selected by teachers as appropriate to their classes, they will ensure that all standards and objectives are met across their selections.</p> <p>SWBAT 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>SWBAT 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>SWBAT Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop</p>	<p><b>Summative: Essay Expository Essay</b></p> <p><b>Formative: Close Reading</b></p> <p><b>Other written assessments</b></p>	<p>Copyright © State of New Jersey, 1996 - 2020.</p> <p><b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grades 9-10</b></p> <p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b> <b>NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <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><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail</p>	<p><b>This Land is My Land: The Evolution of American Identity</b></p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> <li>• Textbook: <i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i></li> <li>• Novel: <i>On the Road</i> by Jack Kerouac</li> <li>• Novel: <i>Into the Wild</i> by Jon Krakauer <ul style="list-style-type: none"> <li>○ Film: <i>Into the Wild</i> (2007), Dir. Sean Penn (2:28)</li> </ul> </li> <li>• Novel: <i>Fahrenheit 451</i> by Ray Bradbury</li> <li>• Graphic Novel: <i>March: Book One</i> by John Lewis and Andrew Aydin</li> <li>• Graphic Novel: <i>Redbone: The True Story of a Native American Rock Band</i> by Christian Staebler, Sonia Paoloni, and Thibault Balahy (Forward by Frankie Vegas)</li> <li>• Play: <i>The Crucible</i> by Arthur Miller <ul style="list-style-type: none"> <li>○ Film: <i>The Crucible</i> (1996), Dir.</li> </ul> </li> </ul>

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>over the course of a text, interact with other characters, and advance the plot or develop the theme. SWBAT 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>SWBAT 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. mystery, tension, or surprise).</p> <p>SWBAT 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</p>		<p>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><b>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <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><b>Craft and Structure NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <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</p>	<p>Nicholas Hytner (2:04)</p> <ul style="list-style-type: none"> <li>○ "What is McCarthyism ? And how did it happen?" (TEDEd 5:43)</li> <li>○ Speech: "Patriotism is Not the Fear of Something" by Adlai Stevenson, 1952 (a response to McCarthy accusations)</li> <li>○ "McCarthyism : Anatomy of an Investigation" Lattimore Video on PBS (5:50)</li> <li>○ "What Really Happened During the Salem Witch Trials" by Brian A. Pavlac (TEDEd 5:30)</li> </ul> <ul style="list-style-type: none"> <li>● Speech: "Emancipation Proclamation" by Abraham Lincoln (1863) (V/A)</li> <li>● Speech: "Gettysburg Address" by Abraham Lincoln (1863)</li> <li>● Speech: "Declaration of Sentiments"</li> </ul>

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		<p>Breughel's Landscape with the Fall of Icarus).            SWBAT By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.            SWBAT 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.            SWBAT 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.            SWBAT 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</p>		<p>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).   <b>NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>             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. mystery, tension, or surprise).   <b>NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b>             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</p>	<p>Seneca Falls Convention by Elizabeth Cady Stanton (1848)</p> <ul style="list-style-type: none"> <li>• Speech: "Inaugural Address" by John F. Kennedy (1961) (V 15:36)</li> <li>• Excerpt from <i>Bone Black</i> by Bell Hooks</li> <li>• Excerpt from "The Woman Warrior" by Maxine Hong Kingston (1976)</li> <li>• Essay: "Straw Into Gold: The Metamorphosis of the Everyday" by Sandra Cisneros</li> <li>• Essay: "Mother Tongue" by Amy Tan</li> <li>• Essay and Poem: "An Account of an Experience with Discrimination" by Sojourner Truth and "Sympathy" by Paul Laurence Dunbar (V)</li> <li>• Video: "Changing the way we see Native Americans" Matika Wilbur (19:44)</li> <li>• Short Story: "The Ones Who Walked Away from Omelas" by Ursula Le Guin</li> <li>• Short Story: "Harrison Bergeron" by Kurt Vonnegut</li> <li>• Short Story: "The Pedestrian" by Ray Bradbury</li> </ul>

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		<p>connections that are drawn between them. SWBAT 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). SWBAT 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). SWBAT 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. SWBAT Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia),</p>		<p>on a wide reading of world literature.</p> <p><b>Integration of Knowledge and Ideas</b>  <b>NJSLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <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> <p><b>Range of Reading and Level of Text Complexity</b>  <b>NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></p> <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>	<ul style="list-style-type: none"> <li>• "The American Crisis, No. 1, 1776" by Thomas Paine</li> <li>• "The Sharpened Quill" A Historical Critique of Thomas Paine</li> <li>• "Thomas Paine: American Crisis Rhetorical Analysis" (V 4:11)</li> <li>• "Thomas Jefferson on Shay's Rebellion" COMMONLIT (1787)</li> <li>• Speech: "I Will Fight No More Forever" by Chief Joseph (1877)</li> <li>• Excerpt from <i>Civil Disobedience</i> by Henry David Thoreau</li> <li>• Short Story: "Antojos" by Julia Alvarez (1991)</li> <li>• Short Story: "Everyday Use" by Alice Walker (A 25:04)</li> <li>• Song: "Back in the U.S.A." by Chuck Berry</li> <li>• Poem: "Lord, Lord, Why Did You Make Me Black?" by RuNett Nia Ebo (1994) (V 4:49)</li> <li>• Poem: "Mending Wall" by Robert Frost</li> <li>• Poem: "Freeway 280" by Lorna Dee Cervantes</li> <li>• Poem: "I Hear America Singing" by Walt Whitman (1860)</li> </ul>

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		<p>determining which details are emphasized in each account.</p> <p>SWBAT 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 reasoning.</p> <p>SWBAT 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><b>Reading:</b>  <b>Informational Text</b>  <b>Key Ideas and Details</b>  <b>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></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> <p><b>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></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</p>	<ul style="list-style-type: none"> <li>• Video: "The Hidden Life of Rosa Parks" by Riché D. Richardson (TEDEd 4:59)</li> <li>• Excerpt from "Atlanta Compromise" Speech by Booker T. Washington &amp; Excerpt from "The Souls of Black Folk" by W.E.B. Du Bois COMMONLIT</li> <li>• Video: "How to Turn Protest Into Powerful Change" by Eric Liu (TEDEd 4:56)</li> <li>• Letter from Birmingham Jail (Excerpts) by Dr. Martin Luther King, Jr. (1963) <ul style="list-style-type: none"> <li>○ Letter from Birmingham Jail - Inspiration Letter (to MLK)</li> </ul> </li> <li>• Poem: "Rosa Parks" by Nikki Giovanni (V-Lecture 30:26)</li> <li>• Poem: "Afterimages" by Audre Lorde</li> </ul>

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		<p>SWBAT By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>SWBAT Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>SWBAT 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>SWBAT 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</p>		<p>an objective summary of the text.</p> <p><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></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><b>Craft and Structure</b>  <b>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>audience’s knowledge level and concerns.            SWBAT 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.            SWBAT 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.            SWBAT Provide a concluding paragraph or section that supports the argument presented.            SWBAT Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,</p>		<p>opinion differs from that of a newspaper).</p> <p><b>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></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><b>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b></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><b>Integration of Knowledge and Ideas</b>  <b>NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>organization, and analysis of content.            SWBAT 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.            SWBAT 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.            SWBAT Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.            SWBAT Use precise language and domain-specific vocabulary to manage</p>		<p><b>quantitatively, as well as in words.</b></p> <p>R1.9-10.7 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> <p><b>NJLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.            (Not applicable to literature)</b></p> <p>R1.9-10.8. 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 reasoning.</p> <p><b>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p>	

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		<p>the complexity of the topic.</p> <p>SWBAT 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>SWBAT Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>SWBAT Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SWBAT Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information</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><b>Range of Reading and Level of Text Complexity</b>  <b>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></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> <p><b>Writing</b></p>	

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		<p>flexibly and dynamically.            SWBAT Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.            SWBAT 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).            SWBAT Draw evidence from literary or nonfiction informational texts to</p>		<p><b>Text Types and Purposes</b>  <b>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <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.9-10.1a. 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.9-10.1b. 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>	

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		<p>support analysis, reflection, and research.</p> <p>SWBAT 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>SWBAT 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> <p>SWBAT 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>		<p>W.9-10.1c. 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.9-10.1d. 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.9-10.1e. Provide a concluding paragraph or section that supports the argument presented.</p> <p><b>NJLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and</p>	

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				<p>information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2a. 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.9-10.2b. 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.9-10.2c. 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.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	

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				<p>W.9-10.2e. 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.9-10.2f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p><b>Production and Distribution of Writing</b>  <b>NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></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> <p><b>NJLSA.W6 Use technology, including the Internet, to produce and publish writing and</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>to interact and collaborate with others.</b></p> <p>W.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>Research to Build and Present Knowledge</b>  <b>NJLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b></p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	

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				<p><b>NJLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p>	
				<p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p>	
				<p><b>NJLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p>	
				<p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p>	
				<p>W.9-10.9a. Apply grades 9–10 Reading standards to literature (e.g.,</p>	

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				<p>“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.9-10.9b. 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> <p><b>Range of Writing</b>  <b>NJLSA.W10 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.</b></p> <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</p>	

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				<p>of tasks, purposes, and audiences.</p> <p><b>APA: National Standards for HS Psychology Curricula (2011)</b></p> <p><b>APA: High School Sociocultural Context Domain</b></p> <p><b>Sociocultural Diversity - - CONTENT STANDARD 1: Social and cultural diversity</b></p> <p>1.2 Identify how cultures change over time and vary within nations and internationally</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p><b>X</b> <b>Life, Liberty</b> (Week 6, 33 Weeks)</p>	<p>REQUIRED UNIT Students must read <i>Of Mice and Men</i> by John Steinbeck and/or <i>The Great Gatsby</i> by F. Scott Fitzgerald in addition to critical analysis and historical and biographical background information and arguments. Works explore individual stories and experiences through both fiction and non-fiction</p>	<p>As many units and works will be selected by teachers as appropriate to their classes, they will ensure that all standards and objectives are met across their selections.</p> <p>SWBAT Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including</p>	<p><b>Summative: Essay Expository Essay</b> <b>Formative: Close Reading</b> <b>Other written assessments</b> <b>Summative: Narrative Writing</b> <b>Narrative Writing Assignment</b></p>	<p><b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grades 9-10</b></p> <p><b>Reading: Literature Key Ideas and Details</b> <b>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RL.9-10.1 Cite strong and thorough textual</p>	<p>Core Texts:</p> <ul style="list-style-type: none"> <li>• Novel: <i>The Great Gatsby</i> by F. Scott Fitzgerald AND/OR</li> <li>• Novel: <i>Of Mice and Men</i> by John Steinbeck <ul style="list-style-type: none"> <li>○ Poem: "To a Mouse" by Robert Burns</li> </ul> </li> </ul>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>resources. Student choice is greatly encouraged in selecting from this list or exploring other individuals of interest or importance, whether globally, historically, culturally, or even personally. In this unit students must complete narrative writing, whether personal or creative.</p> <p>Cross-Curricular Standard (The Great Gatsby): Social Studies 6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.</p> <p>Cross-Curricular Standard (Of Mice and Men): Social Studies 6.1.12.HistoryUP.9. a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.</p>	<p>determining where the text leaves matters uncertain.</p> <p>SWBAT 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>SWBAT 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>SWBAT 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>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><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <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><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <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</p>	

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		<p>SWBAT 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. mystery, tension, or surprise).</p> <p>SWBAT 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> <p>SWBAT By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>SWBAT 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</p>		<p>advance the plot or develop the theme.</p> <p><b>Craft and Structure</b>  <b>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <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><b>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g.,</p>	

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		<p>inferentially, including determining where the text leaves matters uncertain.</p> <p>SWBAT 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> <p>SWBAT 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>SWBAT 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>SWBAT Analyze in detail how an author's ideas or claims are developed and refined by particular</p>		<p>parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p><b>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b></p> <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><b>Integration of Knowledge and Ideas</b>  <b>NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <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>	

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		<p>sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>SWBAT 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>SWBAT 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> <p>SWBAT 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 reasoning.</p> <p>SWBAT Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</p>		<p><b>Range of Reading and Level of Text Complexity</b>  <b>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></p> <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><b>Reading:</b>  <b>Informational Text</b>  <b>Key Ideas and Details</b>  <b>NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></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</p>	

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		<p>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>SWBAT By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>SWBAT Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>SWBAT Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among</p>		<p>where the text leaves matters uncertain.</p> <p><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></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> <p><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></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><b>Craft and Structure</b></p> <p><b>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative</b></p>	

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		<p>claim(s), counterclaims, reasons, and evidence.            SWBAT 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.            SWBAT 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.            SWBAT 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</p>		<p><b>meanings, and analyze how specific word choices shape meaning or tone.</b></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><b>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></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><b>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>conventions of the discipline in which they are writing.            SWBAT Provide a concluding paragraph or section that supports the argument presented.            SWBAT 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.            SWBAT 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.            SWBAT Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate</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><b>Integration of Knowledge and Ideas</b>  <b>NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <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> <p><b>NJLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>  <b>(Not applicable to literature)</b></p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>to the audience's knowledge of the topic.            SWBAT Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.            SWBAT Use precise language and domain-specific vocabulary to manage the complexity of the topic.            SWBAT 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.            SWBAT Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).            SWBAT Produce clear and coherent writing in which the</p>		<p>text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p><b>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></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><b>Range of Reading and Level of Text Complexity</b>  <b>NJLSA.R10 Read and</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SWBAT Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>SWBAT Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>SWBAT Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the</p>		<p><b>comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></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> <p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <p><b>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <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.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among</p>	

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		<p>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).            SWBAT Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.            SWBAT 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].            SWBAT 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>		<p>claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1b. 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.9-10.1c. 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.9-10.1d. 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.9-10.1e. Provide a concluding paragraph or</p>	

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		<p>SWBAT 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>		<p>section that supports the argument presented.</p> <p><b>NJLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></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.9-10.2a. 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.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>the audience's knowledge of the topic.</p> <p>W.9-10.2c. 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.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2e. 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.9-10.2f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p><b>NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>structured event sequences.</b></p> <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.9-10.3a. 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.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.9-10.3c. 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.9-10.3d. Use precise words and phrases, telling details, and</p>	

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				<p>sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>Production and Distribution of Writing</b>  <b>NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></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> <p><b>NJLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></p> <p>W.9-10.6. Use technology, including the Internet, to produce,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>Research to Build and Present Knowledge</b>  <b>NJLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b></p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>NJLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each</b></p>	

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				<p><b>source, and integrate the information while avoiding plagiarism.</b></p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p><b>NJLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9a. 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>W.9-10.9b. 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> <p><b>Range of Writing</b>  <b>NJLSA.W10 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.</b></p> <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> <p><b>NJ: 2020 SLS: Social Studies</b>  <b><u>NJ: End of Grade 12</u></b></p>	

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				<p><b>6.1 U.S. History: America in the World: Era 8. The Emergence of Modern America: Roaring Twenties (1890–1930)</b></p> <p><b>There are multiple and complex causes and effects of events from the past.</b></p> <p>6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.</p> <p><b>6.1 U.S. History: America in the World: Era 9. The Great Depression and World War II: The Great Depression (1929– 1945)</b></p> <p><b>Complex interacting factors influence people’s perspective</b></p> <p>6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	

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<p><b>The Pursuit of Happiness</b> (Week 6, 33 Weeks)</p>	<p>Optional unit with teachers and student choice. Works explore individual stories and experiences through both fiction and non-fiction resources. Student choice is greatly encouraged in selecting from this list or exploring other individuals of interest or importance, whether globally, historically, culturally, or even personally.</p> <p>Cross-Curricular Standard: Social Studies 6.1.12.Civics PR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p>	<p>As many units and works will be selected by teachers as appropriate to their classes, they will ensure that all standards and objectives are met across their selections.</p> <p>SWBAT 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. SWBAT 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. SWBAT Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and</p>	<p><b>Summative: Essay</b> <b>Expository Essay</b> <b>Formative: Close Reading</b> <b>Other written assessments</b></p>	<p><b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grades 9-10</b></p> <p><b>Reading: Literature</b> <b>Key Ideas and Details</b> <b>NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <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><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <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</p>	<p>Supplemental Texts:</p> <ul style="list-style-type: none"> <li>• Textbook: <i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i></li> <li>• Memoir: <i>Walden</i> by Henry David Thoreau</li> <li>• Film: <i>Pursuit of Happiness</i> (2006), Dir. Gabriele Muccino (1:57)</li> <li>• Excerpt "from <i>Walden: Where I Lived, and What I Lived For</i>" by Henry David Thoreau COMMONLIT</li> <li>• Excerpt from <i>Hiroshima</i> by John Hersey (1946)</li> <li>• Excerpts from <i>The Things They Carried</i> by Tim O'Brien (1990)</li> <li>• Excerpts from <i>Immigrant Stories</i> from the Abraham Lincoln Presidential Library and Museum, hosted by the state of Illinois</li> <li>• Essay: "Nature" by Ralph Waldo Emerson</li> <li>• Excerpts: <i>Immigrant Voices 21st Century Stories</i> edited by Achy Obejas and Megan Bayles</li> <li>• Video: "Native American Culture - Language: the Key to Everything" by Ron</li> </ul>

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		<p>advance the plot or develop the theme. SWBAT 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>SWBAT 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. mystery, tension, or surprise).</p> <p>SWBAT 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>		<p>refined by specific details, and provide an objective summary of the text.</p> <p><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <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><b>Craft and Structure NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <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</p>	<p>(Muqsahkwat) Corn, Jr. (TEDx 11:56)</p> <ul style="list-style-type: none"> <li>• Excerpt from "Setting Free the Crabs" by Barbara Kingsolver</li> <li>• Excerpts from <i>In Our Time</i>: "Chapter VII" &amp; "Soldier's Home" by Ernest Hemingway (1925)</li> <li>• Speech: "Speech in the Virginia Convention" by Patrick Henry (1775)</li> <li>• Speech: "Give Me Liberty Or Give Me Death Speech by Patrick Henry" COMMONLIT</li> <li>• Speech: "Address to the Nation- September 11, 2001" by George W. Bush (V 4:42)</li> <li>• Speech: President George W. Bush addresses joint session of Congress, September 20, 2001 <ul style="list-style-type: none"> <li>○ Video: Mr. Rogers on 9/11 (V 0:53)</li> </ul> </li> <li>• Speech: "Second Inaugural Address" by Abraham Lincoln (1865) (A 5:01)</li> <li>• Speech: "Speech After Wounded Knee" by Chief Red Cloud (1890) COMMONLIT</li> <li>• Short Story: "The Notorious Jumping</li> </ul>

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>SWBAT By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>SWBAT 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> <p>SWBAT 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> <p>SWBAT 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>SWBAT Determine the meaning of words</p>		<p>a sense of time and place; how it sets a formal or informal tone).</p> <p><b>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <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. mystery, tension, or surprise).</p> <p><b>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b></p> <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><b>Integration of Knowledge and Ideas</b> <b>NJLSA.R7 Integrate</b></p>	<p>Frog of Calaveras County" by Mark Twain (V 12:53)</p> <ul style="list-style-type: none"> <li>• Short Story: "A Rose for Emily" by William Faulkner (V 19:43)</li> <li>• Short Story: "A Good Man is Hard to Find" by Flannery O'Connor (A 37:50)</li> <li>• Video: "What if you could trade a paperclip for a house?" by Kyle MacDonald (TEDx 13:21) (Canada &amp; US)</li> <li>• Short Story: "An Occurrence at Owl Creek Bridge" by Ambrose Bierce (1890)</li> <li>• Short Story: "An Episode of War" by Stephen Crane (1899)</li> <li>• "This Is Not Who We Are" by Naomi Shihab Nye COMMONLIT</li> <li>• Song: "The Defence of Fort McHenry or The Star-Spangled Banner" by Francis Scott Key (1814)</li> <li>• Song: "American Soldier" by Toby Keith</li> <li>• Poem/Song: "The Battle Hymn of the Republic" by Julia Ward Howe (1861)</li> <li>• Poem: "For Calling the Spirit Back from Wandering the Earth</li> </ul>

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>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).            SWBAT 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).            SWBAT 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.            SWBAT 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>		<p><b>and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <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> <p><b>Range of Reading and Level of Text Complexity</b>  <b>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></p> <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><b>Reading:</b>  <b>Informational Text</b>  <b>Key Ideas and Details</b>  <b>NJLSA.R1 Read closely to determine what the text says</b></p>	<p>in Its Human Feet" by Joy Harjo</p> <ul style="list-style-type: none"> <li>• Poem: "The Love Song of J. Alfred Prufrock" by T.S. Eliot</li> <li>• Poem: "Stopping by Woods on a Snowy Evening" by Robert Frost</li> <li>• Poem: "A Caged Bird" by Sarah Orne Jewett</li> <li>• Poem: "To Make Use of Water" by Safia Elhillo</li> <li>• Poem: "To Fight Aloud is Very Brave - (138)" by Emily Dickinson (1890)</li> <li>• Poem: "O Captain! My Captain" by Walt Whitman (1891)</li> <li>• Poem: "Concord Hymn" by Ralph Waldo Emerson (1837)</li> <li>• Poem: from "War is Kind" by Stephen Crane (1899)</li> <li>• Poem: "Grass" by Carl Sandburg (1918)</li> <li>• Poem: "The Death of the Ball Turret Gunner" by Randall Jarrell (1945)</li> <li>• Poem: "A New National Anthem" by Ada Limón (2018)</li> <li>• Poem: "sorrow song" by Lucille Clifton</li> </ul>

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>SWBAT 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 reasoning.</p> <p>SWBAT 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>SWBAT By the end of grade 10, read and comprehend literary nonfiction at grade</p>		<p><b>explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></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> <p><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></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> <p><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p>	<ul style="list-style-type: none"> <li>Poem: "Hymn" by Charlotte Brock (2008)</li> </ul>

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>level text-complexity or above.</p> <p>SWBAT Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>SWBAT 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>SWBAT 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>SWBAT Use transitions (e.g. words, phrases,</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><b>Craft and Structure</b>  <b>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></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><b>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section,</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>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>SWBAT 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>SWBAT Provide a concluding paragraph or section that supports the argument presented.</p> <p>SWBAT 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>SWBAT Introduce a topic; organize complex ideas, concepts, and</p>		<p><b>chapter, scene, or stanza) relate to each other and the whole.</b></p> <p>R1.9-10.5. 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><b>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b></p> <p>R1.9-10.6. 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><b>Integration of Knowledge and Ideas</b>  <b>NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>R1.9-10.7 Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>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>SWBAT 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>SWBAT 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>SWBAT Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>SWBAT Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal</p>		<p>are emphasized in each account.</p> <p><b>NJLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)</b></p> <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 reasoning.</p> <p><b>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>SWBAT Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>SWBAT Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SWBAT Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>SWBAT Conduct short as well as more sustained research projects to answer a question (including a</p>		<p>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><b>Range of Reading and Level of Text Complexity</b>  <b>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></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> <p><b>Writing</b>  <b>Text Types and Purposes</b>  <b>NJLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>SWBAT 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> <p>SWBAT Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>SWBAT Analyze how an author draws on and transforms source material in a</p>		<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.9-10.1a. 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.9-10.1b. 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.9-10.1c. 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>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].            SWBAT 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.            SWBAT 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>		<p>evidence, and between claim(s) and counterclaims.</p> <p>W.9-10.1d. 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.9-10.1e. Provide a concluding paragraph or section that supports the argument presented.</p> <p><b>NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></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.9-10.2a. Introduce a topic; organize complex ideas, concepts, and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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.9-10.2b. 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.9-10.2c. 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.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2e. 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>of the discipline in which they are writing.</p> <p>W.9-10.2f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p><b>Production and Distribution of Writing</b>  <b>NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></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> <p><b>NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></p> <p>W.9-10.6. Use technology, including the Internet, to produce, share, and update writing</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>Research to Build and Present Knowledge</b>  <b>NJLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b></p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>NJLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>the information while avoiding plagiarism.</b></p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p><b>NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9a. 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>how a later author draws on a play by Shakespeare]”).</p> <p>W.9-10.9b. 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> <p><b>Range of Writing</b>  <b>NJLSA.W10 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.</b></p> <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> <p><b>NJ: 2020 SLS: Social Studies</b>  <b><u>NJ: End of Grade 12</u></b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>6.1 U.S. History: America in the World: Era 16. Contemporary United States: Interconnected Global Society (1970–Today)</b></p> <p><b>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</b></p> <p>6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p><b>Vocab, Test Prep, Writing, Listening &amp; Speaking</b> (Week 1, 39 Weeks)</p>	<p>REQUIRED UNIT This unit extends throughout the school year and is integrated with other units and activities. The online Membean program will be used by students to train and quiz on</p>	<p>SWBAT determine or clarify the meaning of unknown and multiple-meaning words. SWBAT use context as a clue to the meaning of words. SWBAT spell correctly.</p>	<p><b>Formative: Membean Training</b> <b>Other written assessments</b> <b>Summative: Membean Quiz</b></p>	<p><b>NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills</b> <b>NJ: End of Grade 12</b> <b>9.2 Career Awareness, Exploration, Preparation, and Training</b> <b>Career planning requires purposeful</b></p>	<p>Membean.com TedED CommonLit NoRedInk College Board websites/resources ACT website/resources Xello Naviance Nepris Databases</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>individualized vocabulary lists. Students will take part in standardized testing preparation for NJ state testing, SAT, ACT, Accuplacer, and/or AP testing by exploring a variety of texts and practice materials. Students will fulfill standards related to listening, speaking, and writing regularly throughout the course. Students will conduct research. Students will write daily, building to research projects and papers utilizing MLA format. Students will understand academic honesty and be able to apply intellectual integrity.</p>	<p>SWBAT identify and correctly use patterns of word changes that indicate different meanings or parts of speech. SWBAT consult reference materials to find pronunciation, meanings, parts of speech, or etymology. SWBAT verify definitions. SWBAT demonstrate understanding of word relationships and nuances in word meanings. SWBAT analyze nuances in the meaning of words with similar denotations. SWBAT acquire and use a range of academic words. SWBAT demonstrate independence in gathering vocabulary knowledge</p> <p>SWBAT 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><b>Summative: Standardized Testing Standardized Test</b>  <b>Summative: Timed Writings (Standardized Testing Prep)</b>  <b>Expository Essay</b>  <b>Formative: Discussion Participation</b></p>	<p><b>planning based on research, self-knowledge, and informed choices.</b></p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p><b>NJ: 2016 SLS: English Language Arts</b>  <b><u>NJ: Grades 9-10</u></b></p> <p><b>Reading: Literature Key Ideas and Details</b>  <b>NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <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><b>NJLSA.R2 Determine central ideas or themes of a text and analyze</b></p>	<p>Allsides.com  Other appropriate resources</p>

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		<p>SWBAT 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>SWBAT 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>SWBAT 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>SWBAT Analyze how an author's choices concerning how to structure a text, order</p>		<p><b>their development; summarize the key supporting details and ideas.</b></p> <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><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <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><b>Craft and Structure</b>  <b>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word</b></p>	

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		<p>events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).            SWBAT By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.            SWBAT 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.            SWBAT 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.            SWBAT Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are</p>		<p><b>choices shape meaning or tone.</b></p> <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><b>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <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. mystery, tension, or surprise).</p> <p><b>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b></p>	

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		<p>made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>SWBAT 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>SWBAT 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>SWBAT 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>SWBAT Describe and evaluate the argument and specific claims in a text,</p>		<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><b>Integration of Knowledge and Ideas</b>  <b>NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <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> <p><b>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>RL.9-10.9. Analyze and reflect on (e.g. practical</p>	

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		<p>assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.            SWBAT By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p>		<p>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>SWBAT Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.            SWBAT 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.            SWBAT Come to discussions prepared, having read and researched material</p>		<p><b>Range of Reading and Level of Text Complexity</b>  <b>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></p> <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><b>Reading:</b>  <b>Informational Text</b>  <b>Key Ideas and Details</b>  <b>NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when</b></p>	

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		<p>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>SWBAT 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>SWBAT 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>SWBAT Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and</p>		<p><b>writing or speaking to support conclusions drawn from the text.</b></p> <p>R1.9-10.1 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> <p><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>R1.9-10.2. 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> <p><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>R1.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including</p>	

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		<p>justify own views.            Make new connections in light of the evidence and reasoning presented.            SWBAT Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.            SWBAT 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.            SWBAT Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.            SWBAT Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>		<p>the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>Craft and Structure</b>  <b>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>R1.9-10.4. 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><b>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p>	

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		<p>SWBAT Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SWBAT Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</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><b>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b></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>SWBAT 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>SWBAT Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying</p>		<p><b>Integration of Knowledge and Ideas</b></p> <p><b>NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <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>	

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		<p>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>SWBAT 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>SWBAT 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>SWBAT Provide a concluding paragraph or section that supports the argument presented.</p> <p>SWBAT Write routinely over extended time frames (time for research,</p>		<p><b>NJLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)</b></p> <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 reasoning.</p> <p><b>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></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</p>	

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		<p>reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Cross-curricular standard: 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p>		<p>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><b>Range of Reading and Level of Text Complexity</b> <b>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></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> <p><b>Writing</b> <b>Text Types and Purposes</b> <b>NJLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>W.9-10.1. Write arguments to support</p>	

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				<p>claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.1a. 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.9-10.1b. 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.9-10.1c. 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</p>	

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				<p>claim(s) and counterclaims.</p> <p>W.9-10.1d. 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.9-10.1e. Provide a concluding paragraph or section that supports the argument presented.</p> <p><b>NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></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.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make</p>	

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				<p>important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.9-10.2b. 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.9-10.2c. 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.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2e. 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</p>	

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				<p>of the discipline in which they are writing.</p> <p>W.9-10.2f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p><b>NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p> <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.9-10.3a. 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.9-10.3b. Use narrative techniques, such as</p>	

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				<p>dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.9-10.3c. 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.9-10.3d. 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.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>Production and Distribution of Writing</b>  <b>NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p>W.9-10.4. Produce clear and coherent writing in which the development,</p>	

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				<p>organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)</p> <p><b>NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></p> <p>W.9-10.6. Use technology, including the Internet, to produce,</p>	

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				<p>share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>Research to Build and Present Knowledge</b>  <b>NJLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b></p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>NJLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each</b></p>	

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				<p><b>source, and integrate the information while avoiding plagiarism.</b></p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p><b>NJLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9a. 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</p>	

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				<p>mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>W.9-10.9b. 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> <p><b>Range of Writing</b>  <b>NJLSA.W10 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.</b></p> <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> <p><b>Speaking and Listening</b></p>	

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				<p><b>Comprehension and Collaboration</b>  <b>NJLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b></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.9-10.1a. 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.9-10.1b. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues,</p>	

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				<p>presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p>	
				<p>SL.9-10.1c. 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.9-10.1d. 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><b>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p>	
				<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually,</p>	

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				<p>quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>NJLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</b></p> <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> <p><b>Presentation of Knowledge and Ideas</b>  <b>NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b></p> <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> <p><b>NJLSA.SL5 Make strategic use of digital</b></p>	

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				<p><b>media and visual displays of data to express information and enhance understanding of presentations.</b></p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p><b>NJLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p> <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 on page 54 for specific expectations.)</p> <p><b>Language</b>  <b>Conventions of Standard English</b>  <b>NJLSA.L1</b>  <b>Demonstrate command of the conventions of standard English grammar and usage</b></p>	

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				<p><b>when writing or speaking.</b></p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1a. Use parallel structure.*</p> <p>L.9-10.1b. 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> <p><b>NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to</p>	

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				<p>link two or more closely related independent clauses.</p> <p>L.9-10.2b. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2c. Spell correctly.</p> <p><b>Knowledge of Language</b>  <b>NJLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <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.9-10.3a. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p><b>Vocabulary Acquisition and Use</b>  <b>NJLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by</b></p>	

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				<p><b>using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b></p> <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.9-10.4a. 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.9-10.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>L.9-10.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part</p>	

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				<p>of speech, or its etymology.</p> <p>L.9-10.4d. 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> <p><b>NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>NJSLSA.L6 Acquire and use accurately a range of 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.</b></p>	

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				<p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
				<p><b>Language Progressive Skills</b></p>	
				<p>L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</p>	
				<p>L.3.3a. Choose words and phrases for effect.</p>	
				<p>L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	
				<p>L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).</p>	
				<p>L.4.3b. Choose punctuation for effect.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>L.5.1d. Recognize and correct inappropriate shifts in verb tense.</p> <p>L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>L.6.3b. Maintain consistency in style and tone.</p> <p>L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	

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				<p>L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	