

Delaware Valley Regional High School
English I
Hero's Journey Curriculum 2020

This course takes students throughout the world, exploring the archetypes of heroes and common elements of story along the way. Students will read, view, and listen to a multitude of texts including *To Kill a Mockingbird*, excerpts of *The Odyssey*, myths from cultures around the world, and other short stories, poems, plays, documentaries, films, videos, speeches, podcasts, and other media. This course will focus on the skills necessary for success in high school including writing, researching, and analyzing text both fiction and nonfiction. Additional titles throughout the course may be added with teacher and student input.

Writing:

Narrative/creative writing

Evidence-based paragraphs

Analytical paragraphs

This course requires the use of MLA Format.

Each class will address a variety of synthesis and research writing.

Discussion Boards

Vocabulary:

The individualized vocabulary program Membean will be utilized. Expectations for training are three (3) 15-minute sessions for a total of 45 minutes a unit.

Independent Reading:

Two optional units that require students to select works of their own choice can be embedded into the Hero's Journey curriculum.

- (1) **Hero:** Throughout the semester, students will be responsible for selecting a text that is at-or-above grade level to read and be prepared to use in an assignment at the end of the semester. This book will be applied to the Hero's Journey and the types of heroes.
- (2) **Coming-of-Age:** Throughout the semester, students will be responsible for selecting a text that is at-or-above grade level to read and be prepared to use in an assignment at the end of the semester. This selection should be a "coming of age" or Bildungsroman book. "Bildungsroman is a special kind of novel that focuses on the psychological and moral growth of its main character, from his or her youth to adulthood" (literarydevices.net).

THEMATIC UNITS:

World Mythology

Key terms: Anthropomorphism, Monomyth, Heroes

Required:

- Video: Heroes & The Monomyth (V 13:19)
- Writing Assignment: Create-a-Myth Project

Selections (Choose):

- Short Story: "Demeter & Persephone"
- Videos: Crash Course: Mythology (Full Course)
- Various Creation Myths
- Video: "Ute Wisdom, Language and Creation Story" by Larry Cesspooch (TEDx 21:11)
- Short Stories: Earth, Sun, and Moon Myths
- Short Stories: "Flood Myths"
- Short Stories: Death and the Afterlife
- Video: Apocalypse Myths (V 12:02 and 12:29)
- Short Stories: Eastern Mythology: Zoroaster & Hindu Mythology & Castes & Buddha & The Grand Lama
- Short Stories: Northern Mythology: Valhalla & The Valkyrior
- Map: Myth & Legend Interactive Map by Google Earth)
- Additional myths and legends selected by staff or students

Greek/Roman Myths

Selections (Choose)

- Video: Greek/Roman Gods & Goddesses ("Archetypes" V 11:10)
- Information on The 12 Main Gods and Goddesses
- Short Story: "Myth of Sisyphus" by Albert Camus
- Short Story: "Atalanta" from Edith Hamilton's Mythology
- Short Story: "Arachne: The Weaver" Myth and Questions
- Selections from Bulfinch's *Mythology*
- Short Story: "The Golden Fleece"
- Short Story: "Prometheus & Pandora"
- Short Story: "Labors of Hercules" by Bernard Evslin
- Short Story: "Prometheus" by Bernard Evslin
- Short Story: "Phaethon" by Bernard Evslin
- Short Story: "Pyramus and Thisbe" paired with excerpts from *Romeo and Juliet*

The Odyssey (Epic Hero)

Key Terms: Epic, Xenia, Epithet, Apostrophe, Repetition

Required:

- Excerpts: *The Odyssey* by Homer (Translated by Fagles)
- Excerpts: *The Odyssey* by Homer (Abridged/Translated by Johnston)
- Adaptation: "The Adventures of Ulysses" by Bernard Evslin

Selections (Choose):

- Nonfiction: "The Odyssey of Heinrich Schliemann" by Caroline Moorehead
- Nonfiction: "Greek Society" COMMONLIT
- Nonfiction: "On Monsters" from *NY Times*
- Video: "A Long and Difficult Journey, or The Odyssey: Crash Course Literature 201" (V 12:06)
- Video: "Did ancient Troy really exist?" by Einav Zamir Dembin (TEDEd 4:37)

Medieval Classical Heroes

Required (Select at least one):

- Poem: *Sir Gawain and the Green Knight* Translation by A.S. Kline

- Poem: *Sir Gawain and the Green Knight* Translated by J.R.R. Tolkien
- Poem: *Sir Gawain and the Green Knight* Translated by B. Raffel
- Short Story: "The Sword in the Stone" (Adapted)

Selections (Choose):

- Nonfiction: "The Knights' Code of Chivalry"
- Video: "Is there any truth to the King Arthur legends?" by Alan Lupack (TEDEd 5:42)
- Video: "Was King Arthur Real?" (V 13:26)
- Video: "Galahad, Perceval, and the Holy Grail: Crash Course World Mythology #28" (V 13:31)
- Video: "Mythology Explained: King Arthur and Excalibur" (V 6:17)
- Nonfiction: "Mordred" Biography and Journal article "Mordred, King Arthur's Son" by Amy Varin
- Short Story: "Quest of the White Hart"
- Excerpts: *Le Morte d'Arthur* by Thomas Malory
- Short Story: "Sir Lancelot" adapted from *Le Morte d'Arthur*
- Podcast: "Myths and Legends" Podcast

Tragic Hero

- Nonfiction: Aristotle's "Elements of Tragedy"
- Poem: "Rime of the Ancient Mariner" by Samuel Taylor Coleridge (A 30:59)
- Short Story: "Oedipus Rex"
- Short Story: "Oedipus" (V 19:42)
- "Oedipus" COMMONLIT
- Video: "Fate, Family, and Oedipus Rex: Crash Course Literature 202" (V 13:34)
- Play: *Antigone* by Sophocles
- Play: *Julius Caesar* by William Shakespeare

To Kill a Mockingbird (Everyman Hero)

Required:

- Novel: *To Kill A Mockingbird* by Harper Lee

Selections (Choose):

- Nonfiction: "An Overview of the Great Depression" COMMONLIT
- Nonfiction: "Jim Crow"
- Poem: "Still I Rise" by Maya Angelou
- Nonfiction: "Panopticism and the Use of 'the Other' in *TKAM*"
- Nonfiction: "The Female Voice in To Kill a Mockingbird: Narrative Strategies in Film and Novel" by Dean Shackelford
- Nonfiction: "Blue-eyed/Brown-eyed Experiment" by Jane Elliot
- Nonfiction: "Babies Prefer Individuals Who Harm Those That Aren't Like Them"
- Short Story/Video: "The Sneetches" by Dr. Seuss
- Video/Site: *The Scottsboro Boys* (PBS)
- Nonfiction: "The Scottsboro Boys" COMMONLIT
- Speech: Inaugural Address of Governor George Wallace (Alabama "Segregation Now" Speech) 1963
- Speech: "George Wallace 1963 Inauguration Address" (V 33:44- missing last 3 min. of speech-official video)
- Executive Order 10730: Desegregation of Central High School (1957)
- Video: "*TKAM* at 50" Documentary on DT+ (V 59:20)
- Video: "*To Kill a Mockingbird*, Part 1 - Crash Course Literature 210" (V 11:54)

- Video: "Race, Class, and Gender in *To Kill a Mockingbird*: Crash Course Literature 211" (V 11:36)
- Film: *To Kill a Mockingbird* (1962)

Coming of Age Short Stories

Key Term: Bildungsroman

Selections (Choose):

- "I Want to Know Why" by Sherwood Anderson
- "The Man Who Was Almost a Man" by Richard Wright
- "Where Are You Going, Where Have You Been?" by Joyce Carol Oates
- "Marigolds" by Eugenia W. Collier
- "Eleven" by Sandra Cisneros
- "American History" by Judith Ortiz Cofer
- "Raymond's Run" by Toni Cade Bambara
- "Her First Ball" by Katherine Mansfield
- "The Grave" by Katherine Anne Porter
- "My Kinsman, Major Molineux" by Nathaniel Hawthorne
- "A Sunrise on the Veld" Doris Lessing
- "Greasy Lake" by T. C. Boyle
- "The Treasure of Lemon Brown" by Walter Dean Myers
- "The Scholarship Jacket" by Marta Salinas
- "Dead End" by Rudolfo Anaya
- "The Parsley Garden" by William Saroyan
- "Boys and Girls" by Alice Munroe
- "The Bass the River and Sheila Mant" by W. D. Wetherell
- "The Turkey Season" by Alice Munroe
- "Caline" by Kate Chopin
- "The Flowers" by Alice Walker
- "The Moths" by Helena María Viramontes
- "Approximations" by Mona Simpson (A 23:46)
- "The Jacket" by Gary Soto
- "Bernice Bobs Her Hair" by F. Scott Fitzgerald
- "Araby" by James Joyce
- Nonfiction: "The Letter A" by Christy Brown (from *My Left Foot*)

Anti-Hero

Key Terms: Anti-hero, Anti-villain

Selections (Choose):

- Novel: *Catcher in the Rye* by J.D. Salinger
- Film: *Beetlejuice* (1988) Rated: PG, 1 hour, 33 min.
- Film: *Shrek* (2001) Rated: PG, 1 hour, 35 min.
- Film: *Sherlock Holmes* (2009) Rated: PG-13, 2 hours, 14 min.
- TV Show: *Sherlock* (Season 1, 2010) Rated: TV-14, 3 episodes, 1 hour 30 minutes each
- Film: *Despicable Me* (2010) Rated: PG, 1 hour, 35 min.
- Film: *Maleficent* (2014) Rated PG, 1 hour, 38 min.
- Film: *Suicide Squad* (2016), PG-13, 2 hours, 17 min.
- Film: *Venom* (2018) Rated: PG-13, 1 hour 52 min.

DIVERSITY OF AUTHORS	Male	Female	Nonbinary/Not identified
MIDDLE EASTERN	William Saroyan	Doris Lessing	World Myths
ASIAN/PACIFIC ISLANDER			World Myths
BLACK/AFRICAN	Richard Wright Walter Dean Myers	Maya Angelou Eugenia W. Collier Toni Cade Bambara Alice Munro Alice Walker*	World Myths
LATINX	Rudolfo Anaya Gary Soto	Sandra Cisneros Judith Ortiz Cofer Marta Salinas Helena Maria Viramontes	World Myths
NATIVE AMERICAN	Larry Cesspooch		World Myths
WHITE	Homer Thomas Bulfinch Bernard Evslyn John Green Albert Camus J.D. Salinger James Joyce Sophocles William Shakespeare Samuel Taylor Coleridge Thomas Malory Dean Shackelford Dr. Seuss Alan Lupack George Wallace Sherwood Anderson Nathaniel Hawthorne T.C. Boyle James Joyce F. Scott Fitzgerald W.D. Wetherell Christy Brown	Edith Hamilton Caroline Moorehead Einav Zamir Dembin Harper Lee Joyce Carol Oates Katherine Mansfield Katherine Anne Porter Kate Chopin Mona Simpson Jane Elliot	World Myths
RACIALLY AMBIGUOUS			

MULTIRACIAL			
DIFFERENTLY ABLED	Homer (blind) James Joyce (blind) F. Scott Fitzgerald (dyslexia) Christy Brown (cerebral palsy)		

GRADE 9-10 NJSL
Anchor Standards for Reading

Key Ideas and Details

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.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.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.

NJSLSA.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.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Grades 9-10
Progress Indicators for Reading Literature

Key Ideas and Details

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.

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.

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.

Craft and Structure

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).

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).

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.

Integration of Knowledge and Ideas

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*).

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

Grades 9-10

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

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.

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.

Craft and Structure

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).

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).

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.

Integration of Knowledge and Ideas

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.

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.

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.

Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.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.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.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.

Grades 9-10

Progress Indicators for Writing

Text Types and Purposes

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.

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

W.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.

1. 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.
2. 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.
3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
5. 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.
6. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

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.)

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.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

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.

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).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
- B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

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.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.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.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grades 9-10

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

Presentation of Knowledge and Ideas

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.

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.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.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.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

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 encountering an unknown term important to comprehension or expression.

Grades 9-10

Progress Indicators for Language

Conventions of Standard English

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Use parallel structure.
2. 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.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

Knowledge of Language

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.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Vocabulary Acquisition and Use

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.

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

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

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.