COURSE TITLE

English 100

LENGTH

Full Year
Grade 9

DEPARTMENT

English
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SCHOOL

Rutherford High School

DATE

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English 100

I.   Introduction/Overview/Philosophy

The English 100 curriculum is designed to develop the ability of each student to write critically, read analytically and to embrace critical thinking skills. A great deal of emphasis is placed on writing as a process and vocabulary enrichment.

The writing portion of the course focuses upon the basic rhetorical patterns of description, narration, example, classification, process analysis, comparison and contrast, definition, cause and effect, and argument. The writing portion of the course enforces the fact that writing is a practical art that can be learned by studying and applying these patterns.

The literature portion of the course focuses on the following concepts from both non-fiction and fiction texts: Cultures and Ethnicities, Gender, History, Home and Family, Humor and Satire, Language and Identity, Life and Death, Media, Memories of Youth, Morality and Ethics, Nature and the Environment, Overcoming Hardship and Disability, Public Policy, Science and Technology, School and Education, Sociology and Anthropology. Many of these concepts are aligned with the social studies grade 9 curriculum. The literature portion of the course will enhance students' knowledge of outstanding non-fiction and fiction texts. Students will be taught to analyze, synthesize, and predict aspects of the text. To encourage critical thinking, varied tools of learning will be incorporated. Technological materials including the use of the SMARTBoard, will be utilized. In addition students will be enriched by the incorporation of music, art, and current events that relate to the readings.

To accomplish proficiency in the language area, students will be given opportunities to incorporate vocabulary, study word choice, and effectively synthesize the writing process to convey their message. Throughout the course, students will be encouraged to use the concepts, themes, and activities to better comprehend themselves and their world. In addition, students will be preparing for state mandated standardized tests and the SAT.

The course fulfills the ninth grade requirement for English and adheres to the New Jersey Student Learning Standards for English Language Arts.

II.   Objectives

Course Outline:

    A. Grammar, Usage, and Mechanics
        a. Grammar
            i. Parts of Speech
                1. Nouns
                2. Pronouns
                3. Verbs
                4. Adjectives
                5. Adverbs
                6. Prepositions
                7. Conjunctions

        8. Interjections
    ii. Parts of a Sentence
        1. Complete Sentences, Fragments and Run Ons
        2. Subject and Predicate
        3. Direct and Indirect Objects
        4. Predicate Nominatives
        5. Predicate Adjectives
        6. Object Complements
    iii. Phrases
        1. Adjective Phrases
        2. Adverb Phrases
        3. Appositive Phrases
        4. Participial Phrases
        5. Gerund Phrases
        6. Infinitive Phrases
    iv. Clauses
        1. Independent Clauses
        2. Subordinate Clauses
        3. Adjective Clauses
        4. Adverb Clauses
        5. Noun Clauses
b. Usage
    i. Parallel Sentence Structure
    ii. Subject-Verb Agreement
    iii. Subject and Object Pronouns
    iv. Antecedent Agreement
    v. Misplaced and Dangling Modifiers
c. Mechanics
    i. Punctuation
        1. End Marks
        2. Commas
        3. Colons
        4. Semicolons
        5. Quotation Marks
        6. Punctuating Dialogue
        7. Apostrophes
        8. Hyphens
        9. Parentheses
        10. Dashes
    ii. Capitalization
        1. Proper Nouns
        2. Proper Adjectives
        3. Titles
B. Modern Language Association Style
    a. Modern Language Association Tenets
        i. Research and Writing
            1. Selecting a Topic
            2. Conducting Research

            3. Compiling a Bibliography
            4. Evaluating Sources
            5. Taking Notes
            6. Outlining
            7. Writing Drafts
      ii. Plagiarism and Academic Integrity
            1. Definition of Plagiarism
            2. Consequences of Plagiarism
            3. Information Sharing
            4. Forms of Plagiarism
            5. When Documentation is Not Needed
     iii. The Physical Format of the Paper
            1. Margins
            2. Text Formatting
            3. Heading and Title
            4. Page Numbers
     iv. Documentation, Citing Sources and Works Cited
            1. The List of Works Cited
            2. Parenthetical Citations

b. The Research Project
    i. The English 100 Research Project
            1. Students will substantiate a textual character's cultural, physical, emotional, and social characteristics by researching critical analyses of the text and synthesizing their findings with their own personal analysis.
    ii. The English 100 Research Project will follow the MLA (Modern Language Association) style.
    iii. Students will spend time in the library and the computer lab to research their topics.
    iv. The interdisciplinary possibilities extend from Social Studies (history and cultures) to Science (heredity and physical traits).
    v. The project will be evaluated according to the teacher's criteria.

C. Writing Styles
  a. Summer Reading Project
  b. Writing a Description
  c. Writing a Narrative
  d. Writing an Example Based Essay
  e. Writing a Classification Essay
  f. Writing a Process Analysis
  g. Writing a Comparison and Contrast Essay
  h. Writing a Definition Essay
  i. Writing a Cause and Effect Essay
  j. Writing a Synthesis Essay
  k. Writing an Argument
  l. Writing an Analysis
  m. Writing an Analogy
  n. Writing the Creative Essay
    i. Writing with Humor
    ii. Writing with Irony
    iii. Writing Satire

  D. Writing Development
       a. Stylistic development is nurtured by emphasizing the following:
            i. A wide-ranging vocabulary used appropriately and effectively
           ii. A variety of sentence structures, including appropriate use of subordination and
                coordination
          iii. Logical organization, enhanced by specific techniques to increase coherence, such as
                repetition, transitions and emphasis
           iv. A balance of generalization and specific illustrative detail
            v. An effective use of rhetoric, including controlling tone, establishing and maintaining
                voice, and achieving appropriate emphasis through diction and sentence structure.
  E. Reading Genres
       a. Non-Fiction Essay
            i. The Elements of The Essay
                 1. Thesis
                 2. Unity
                 3. Organization
                 4. Beginnings and Endings
                 5. Paragraphs
                 6. Transitions
                 7. Effective Sentences
           ii. The Language of the Essay
                 1. Diction
                 2. Tone
                 3. Figurative Language
                 4. Rhetorical Devices
       b. Literature
            i. Reading Fiction
           ii. Plot
          iii. Point of View
           iv. Character
            v. Setting
           vi. Tone and Style
          vii. Theme
         viii. Symbol
           ix. Literary Devices
  F. Standardized Test Practice

Student Outcomes:

After successfully completing this course, the student will be able to:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- Apply effective strategies and techniques in their own writing
- Create and sustain arguments based on readings, research and/or personal experience
- Write for a variety of purposes
- Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- Demonstrate understanding of the conventions of citing primary and secondary sources
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- Write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Evaluate and incorporate reference documents into researched papers.

NEW JERSEY STUDENT LEARNING STANDARDS
ENGLISH LANGUAGE ARTS

Grades 9-10
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.9-10.8. (Not applicable to literature)

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.
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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Grades 9-10
Progress Indicators for Reading Informational Text

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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.

By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

Grades 9-10
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.
   A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

   B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

   C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

   D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

   E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

   F. 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.

Grades 9-10
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.

Grades 9-10
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.
  A. Use parallel structure.

  B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute)
    and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add
    variety and interest to writing or presentations.

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.

History, Social Studies, Science and Technical Subjects
Grade 9-10
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.

History, Social Studies, Science and Technical Subjects
Grade 9-10
Progress Indicators Reading History

Reading History and Social Studies

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Range of Reading and Level of Text Complexity

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

History, Social Studies, Science and Technical Subjects
Grade 9-10
Progress Indicators Reading Science and Technical Subjects

Key Ideas and Details

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

RST.9-10.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8. Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity:

RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

History, Social Studies, Science and Technical Subjects
Grade 9-10
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.

History, Social Studies, Science and Technical Subjects
Grades 9-10
Progress Indicators for Writing History, Science and Technical Subjects

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The NJSLS anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

    A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
    B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and 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.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

    A. Introduce a topic and organize 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.
    B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
    C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
    D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
    E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    F. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.3
(See note; not applicable as a separate requirement)

Production and Distribution of Writing

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.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.

Research to Build and Present Knowledge

WHST.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.

WHST.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.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21ST CENTURY LIFE AND CAREERS
CAREER READY PRACTICES

CRP1   Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2   Apply appropriate academic and technical skills
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP 3   Attend to personal health and financial well-being
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4   Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5   Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6   Demonstrate creativity and innovation
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP 7   *Employ valid and reliable research strategies*
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8   *Utilize critical thinking to make sense of problems and persevere in solving them*
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9   *Model integrity, ethical leadership and effective management*
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10   *Plan education and career paths aligned to personal goals*
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11   *Use technology to enhance productivity*
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12   *Work productively in teams while using cultural global competence*
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS
STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.A.3 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.A.4 - Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

8.1.12.A.5 - Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.12.B.2 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.12.C.1 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.2 - Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.

8.1.12.D.3 - Compare and contrast policies on filtering and censorship both locally and globally.

8.1.12.D.4 - Research and understand the positive and negative impact of one's digital footprint.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.12.E.1 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.E.2 - Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

TECHNOLOGY STANDARDS
STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING –
PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF
TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED
WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.12.A.1 - Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.

8.2.12.A.2 - Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.

8.2.12.A.3 - Research and present information on an existing technological product that has been repurposed for a different function.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.12.B.1 - Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.

8.2.12.B.2 - Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.

8.2.12.B.3 - Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.

8.2.12.B.4 - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

8.2.12.B.5 - Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.12.C.1 - Explain how open source technologies follow the design process.

8.2.12.C.2 - Analyze a product and how it has changed or might change over time to meet human needs and wants.

8.2.12.C.3 - Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).

8.2.12.C.4 - Explain and identify interdependent systems and their functions.

8.2.12.C.5 - Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.

8.2.12.C.6 - Research an existing product, reverse engineer and redesign it to improve form and function.

8.2.12.C.7 - Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.12.D.1 - Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.

8.2.12.D.2 - Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.

8.2.12.D.3 - Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.

8.2.12.D.4 - Assess the impacts of emerging technologies on developing countries.

8.2.12.D.5 - Explain how material processing impacts the quality of engineered and fabricated products.

8.2.12.D.6 - Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.12.E.1 - Demonstrate an understanding of the problem-solving capacity of computers in our world.

8.2.12.E.2 - Analyze the relationships between internal and external computer components.

8.2.12.E.3 - Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).

8.2.12.E.4 - Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

21ST CENTURY LIFE AND CAREERS
STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

9.2.12.C.1 – Review career goals and determine steps necessary for attainment.

9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 – Identify transferable career skills and design alternate career plans.

9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future
           education.

9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of word
           languages and diverse cultures.

9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the
           knowledge, skills, abilities, and resources required for owning and managing a business.

9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees
in
           the global workplace.

9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.

9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

III.   Proficiency Levels

English 100 is a required course for all students in grade 9.

IV.   Methods of Assessment

Student Assessment
- A variety of assessments will be provided including, but not limited to, the following items:
    - Tests
    - Quizzes
    - Homework
    - Classwork
    - Class Participation
    - Writing Assignments
    - Oral Presentations
    - Individual Projects, Presentations and Reports
    - Group Projects, Presentations and Reports
    - Technology Projects
    - Journals
    - Sample/Practice Standardized Tests

Curriculum/Teacher Assessment
The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V.   Grouping

English 100 is a heterogeneously grouped course.

VI.   Articulation/Scope & Sequence/Time Frame

English 100 is a full year course.

VII.   Resources

Texts/Supplemental Reading/References

- References
    - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.

- Technology
    - Use of technology will conform to the following New Jersey Student Learning Standards: (8.1.12.A.1) (8.1.12.A.2) (8.1.12.A.3) (8.1.12.A.4) (8.1.12.C.1) (8.1.12.D.2) (8.1.12.F.2)

      o Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.

- Texts
  - *Grammar for Writing.* Sadlier, 2014.
  - *The Norton Sampler: Short Essays for Composition.* W.W. Norton, 2013.
  - *Vocabulary Workshop Achieve Edition*, Sadlier, 2018.

- English 100 Required Reading:
  - *Romeo and Juliet* Prestwick House, 2005.
  - *The Diary of Ma Yan,* Collins, 2005.
  - *A Raisin in the Sun*, Random House, 1958.
  - *Lord of the Flies,* Everbind, 1997.
  - Teacher Choice / Literature Circle Unit
    - *The Kite Runner,* Penguin Group, 2003.
    - *Nectar in a Sieve*, Division of Penguin Putnam Inc., 1954.
    - *The Alchemist*, HarperCollins Publishers, 1993.
    - *The Joy Luck Club,* Ballantine Books, 1989.

- Supplemental Readings/Materials
  - Teacher selected short stories and poems
  - *World Literature*. MacMillan, McGraw Hill, 1991.

- Technological Resources
  - IXL Learning

VIII. Suggested Activities

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- Apply effective strategies and techniques in their own writing
- Create and sustain arguments based on readings, research and/or personal experience
- Write for a variety of purposes
- Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- Demonstrate understanding of the conventions of citing primary and secondary sources
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- Write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Evaluate and incorporate reference documents into researched papers.

IX.   Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).
- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of word languages and diverse cultures.
9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

X.   Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with the other departments on a regular basis.
The nature of an English Language Course demands varied text types and genres. Students will be exposed to informational and literary texts that may encompass any of the following areas: art, history, music, science, mathematics, business, and/or technology. Throughout the year, students will use resources from these areas in their English Language Arts class(es). This course reinforces concepts taught in:
- Social Studies
- Humanities
- Mathematics
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8

- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

XI.   Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)
- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

Differentiation for Enrichment
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XII.   Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Romeo and Juliet/Juliet Caesar*,* Prestwick House, 2005. ***Romeo and Juliet West Side Story***, Bantam Publishing, Inc. 1965/1956. **Objectives:** Students will be introduced to historical aspects of the Shakespearean tragedy, while focusing on the different stages of a dramatic structure. Students will be able to analyze the actions, themes, and social issues of the play and relate them to those that are relevant today.	10 weeks	*For Support:* ● Visual learning, including graphic organizers to identify characters, themes, conflicts, and dramatic structure ● Scaffolding with It Says, I Say, So and dialectical journal entries to illustrate students' higher-order thinking and analysis ● Video clips to enhance reading *For Enhancement:* ● Adjusting the pace of lessons to be sure students have to ability to identify key components of the play ● Interest-based content	*NJSLS – ELA:* ● RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.5, NJSLSA.W1, W.9-10.5 *NJSLS – Companion:* ● NJSLSA.W3, NJSLSA.W7 *21st Century Standards CRP:* ● CRP1, CRP2, CRP5, CRP12 *Technology Standards 8.1:* ● 8.1.12.A.1, 8.1.12.A.2, 8.1.12.A.3, 8.1.12.A.4, 8.1.12.C.1, 8.1.12.D.2, 8.1.12.F.2	*Formative Assessment:* ● Do Now and Exit Slips ● Independent and group work ● Dialectical Journal ● Big idea questions and discussions ● Reading checks ● Projects ● IXL ● Homework ● Vocabulary quizzes *Summative Assessment:* ● Open-ended responses to assess critical thinking ● Unit test to measure comprehension ● Interdisciplinary project

Students will be able to recognize and understand the use and purpose of various literary devices. Materials: ○ *Romeo and Juliet* ○ Chromebook ○ Supplementary Vocabulary: *Vocabulary Workshop Achieve,* Sadlier, 2018. ○ Grammar instruction: *Grammar for Writing*, Sadlier, 2014. ○ *Norton Sampler*, W. W. Norton & Company, Inc., 2013.		to trigger students' attentiveness ● Real-world problems and scenarios to help students recognize the themes, conflicts, and character flaws	*21st Century Standards 9.2:* ● 9.2.12.C.2, 9.2.12.C.6	
The Red Scarf Girl, HarperCollins, 1997. Students will be able to identify the effects of cultural diversity on a society. Students will analyze elements of literary text such as plot, character, setting, dialogue, and	10 weeks	*For Support:* • Questions, directions, and explanations will be rephrased when necessary • Graphic organizers will be used throughout the unit • Scaffolding	*NJSLS – ELA:* ●NJSLSA.R1, NJSLSAR.2, NJSLSAR.3, NJSLSA.R8, NJSLSA.R6, NJSLS.RL.9-10.1, NJSLS.RL.9-10.2, NJSLS.RL.9-10.3 *NJSLS – Companion:*	*Formative Assessment:* ● Do Now and Exit Slips ● Independent and group work ● Socratic Seminars ● Reading checks ● Projects ● IXL ● Homework ● Vocabulary quizzes *Summative Assessment:*

conflict. Students will explain historical context in relation to the text. Materials: ○ *The Red Scarf Girl* HarperCollins Publishers, Inc., 1997. ○ Chromebook ○ Supplementary Vocabulary: *Vocabulary Workshop Achieve,* Sadlier, 2018. ○ Grammar instruction: *Grammar for Writing*, Sadlier, 2014. ○ *Norton Sampler*, W. W. Norton & Company, Inc., 2013.		activities will be incorporated *For Enhancement:* • Independent study and small group projects will be completed • Real-world problems will be addressed and connected to the characters, themes, and conflicts found in the novel	● NJSLSA.W3, NJSLSA.W5, NJSLSA.W6, NJSLSA.W7 *21ˢᵗ Century Standards CRP:* ● CRP1, CRP2, CRP4, CRP5, CRP12 *Technology Standards 8.1:* ● 8.1.12.A.1, 8.1.12.A.2, 8.1.12.A.3, 8.1.12.A.4, 8.1.12.C.1, 8.1.12.D.2, 8.1.12.F.2 *21ˢᵗ Century Standards 9.2:* ● 9.2.12.C.2, 9.2.12.C.6	● Reading quizzes and assessments in various forms (multiple choice short answer, and open-ended responses) to assess student comprehension ● Benchmark assessments ● Projects ● Open-ended responses and essay writing based on character, conflict, theme
Literature Circle Unit The unit will highlight *student choice* in reading, comprehending, and analyzing a grade-level appropriate text.	10 weeks	*For Support:* ● Open book - testing accommodations ● Use of prompts to aid with general comprehension and text analysis	**NJSLS – ELA:** ● NJSLSA.R9, NJSLSA.R10, RL.9-10.2, RL.9-10.3, RI.9-10.6, NJSLSA.W9, NJSLSA.W5	*Formative Assessment:* ● Open-ended responses to assess critical thinking ● Monitor students and incorporate mini-lessons where need be

Students will be able to determine central ideas found in the text.
 	
Students will be able to use textual evidence to support character and text analysis.
 	
Materials
● Novels:
   ● *The Alchemist* by Paulo Coelho, 1993.
   ● *A Raisin in the Sun* by Lorraine Hansberry, 1958.
   ● *Nectar in a Sieve* by Kamala Markandaya, 1954.
   ● *Joy Luck Club* by Amy Tan, 1989.
● Chromebook
● Supplementary Vocabulary: *Vocabulary Workshop Achieve,* Sadlier, 2018.
● Grammar instruction: *Grammar for Writing*, Sadlier, 2014 .
● *Norton Sampler*, W. W. Norton & Company, Inc., 2013.
 	
Students will analyze character and conflict in
		● Modification of content and student products
		● First choice in selecting text
		
		For Enhancement:
		● Student driven projects to engage higher order thinking
		● Interest-based content
		● Additional reading assignments for text-to-text connection and comparison
			NJSLS – Companion:
			● NJSLSA.W1,
			● NJSLSA.W4
			● NJSLSA.W5, RH.9-10.5, NJSLSA.SL2, NJSLSA.L1, NJSLSA.L2
			
			21st Century Standards CRP:
			● CRP1, CRP2, CRP4, CRP6, CRP8, CRP11
			
			Technology **Standards 8.1:**
			● 8.1.12.A.1, 8.1.5.A.2, 8.1.8.A.2, 8.1.12.D.1
			
			21st Century Standards 9.2:
			● 9.2.12.C.4, 9.2.12.C.8
				● Observe and evaluate group meetings
				● Open-ended repsonses
				
				Summative Assessment:
				● Group presentations and discussions followed by peer-to-peer and teacher-student evaluation
				● Project-based assignments
				● Interdisciplinary assignments
				● Benchmark

relation to the themes found in novel. Students will assume various leadership roles within their literature groups. Students will use text to engage in various Socratic Seminars and group presentations.				
The Kite Runner, Penguin Group, 2003. The unit will analyze the point of view and cultural experiences outside of the United States by centering on interdisciplinary lessons in connection to the history and different cultures found in the novel. Students will analyze character and conflict in relation to the themes found in novel. Students will analyze elements of literary text	10 weeks	*For Support:* ● Guided notes will be provided both before and during the reading ● Questions, directions, and explanations will be rephrased when necessary ● Cooperative learning groups will be utilized *For Enhancement:* ● Higher-order thinking skills will be employed and assessed ● Student-driven projects and presentations will be used throughout the unit ● Real-world problems will be addressed and	***NJSLS – ELA:*** ● NJSLSA.R.1, NJSLSA.R.2, NJSLSA.R.3, NJSLSA.R.6, NJSLSA.R.9, RL.9-10.5, RI.9 – 10.1NJSLSA.W9, NJSLSA.W5 ***NJSLS – Companion:*** ● NJSLSA.W1, ● NJSLSA.W4 ● NJSLSA.W5, RH.9-10.5, NJSLSA.SL2, NJSLSA.L1.NJSLSA.L2 ***21st Century Standards***	*Formative Assessment:* ● Do Now and Exit Slips ● Reading checks ● Independent and group work ● Socratic Seminars ● IXL ● Vocabulary quizzes ● Open-ended responses *Summative Assessment:* ● Open-ended responses to assess critical thinking ● Unit test to measure comprehension

such as plot, character, setting, dialogue, and conflict. Students will explain historical context in relation to the text. **Materials** ● *The Kite Runner*, Penguin Group, 2003 ● Chromebook ● Supplementary Vocabulary: *Vocabulary Workshop Achieve,* Sadlier, 2018. ● Grammar instruction: *Grammar for Writing*, Sadlier, 2014. ● *Norton Sampler*, W. W. Norton & Company, Inc., 2013.		connected to the characters, themes, and conflicts found in the novel	***CRP:*** ● CRP1, CRP2, CRP4, CRP6, CRP8, CRP11 *Technology **Standards 8.1:*** ● 8.1.12.A.1, 8.1.5.A.2, 8.1.8.A.2, 8.1.12.D.1 ***21st Century Standards 9.2:*** ● 9.2.12.C.4, 9.2.12.C.8	● Project-based assignment and presentation ● Benchmark

XIV. Appendices