

COURSE TITLE

English 200

LENGTH

Full Year
Grade 10

DEPARTMENT

English
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SCHOOL

Rutherford High School

DATE

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English 200

I. Introduction/Overview/Philosophy

The purpose of the English 200 course is to enable the student to write with competence, to read with understanding, to speak with precision and, most importantly, to think creatively and critically. Based upon the study of American literature, the program is designed to meet the individual needs of each student as he/she prepares for future educational goals and challenges.

The readings in English 200 are conceptually and thematically aligned with US History I. Readings will focus on the literary, historical, and cultural aspects of the United States up to World War II. The teachers of Social Studies and English will collaborate, when possible, on assessments for the concepts and themes covered. Students will be expected to find connections between the historical and cultural aspects and the literature or non-fiction texts that are read and analyzed. Themes include: *The Search for a Voice*, *Individualism vs. Nationalism*, *Moral Struggle*, *The American Dream*.

The writing portion of the course enforces the fact that writing is a practical art that can be learned by studying and applying patterns. To accomplish proficiency in the language arts, 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 test and the SAT.

To encourage critical thinking, varied tools of learning will be incorporated into this course. Technological materials including the use of the SMARTBoard will be utilized.

The English 200 course fulfills the tenth grade requirement for English.

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 200 Research Project is entitled “Making Connections.”
 1. Students will examine the connection between one or two historical events (or concepts) and an American author and prove that the author and his writings were influenced by that historical event(s). Alternately, students may prove that the historical event(s) was/were influenced by an author and his writings.
 - ii. The English 200 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 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

1. Allusion
2. Analogy
3. Anastrophe
4. Antagonist/Protagonist
5. Blank Verse
6. Connotation/Denotation
7. Couplet
8. Denotation/Connotation
9. Epigram
10. Figurative Language
 - a. Apostrophe
 - b. Hyperbole
 - c. Metaphor
 - d. Extended Metaphor
 - e. Metonymy
 - f. Personification
 - g. Simile
 - h. Synecdoche

11. Flashback
12. Foreshadowing
13. Free Verse
14. Imagery
15. Inference
16. Irony
17. Lyric
18. Mood
19. Paradox
20. Ploy
21. Point of View
22. Protagonist/Antagonist
23. Rhyme
 - a. End Rhyme
 - b. Internal Rhyme
 - c. Slant Rhyme
 - d. Feminine Rhyme
24. Rhythm
25. Satire
26. Setting
27. Sonnet
28. Sound Devices
 - a. Alliteration
 - b. Assonance
 - c. Consonance
 - d. Onomatopoeia
 - e. Repetition
29. Stream of Consciousness
30. Style
31. Symbol
32. Theme
33. Tone

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.

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.

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.

COMPANION STANDARDS FOR HISTORY, SOCIAL STUDIES, AND TECHNICAL SUBJECTS**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 NJSL 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

CRP3 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.

CRP7 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 world 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 200 is a required course for all students in 10th grade.

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 200 is a heterogeneously grouped course.

VI. Articulation/Scope & Sequence/Time Frame

English 200 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)

- 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
 - *The United States in Literature*. Scott, Foresman, 1991.
 - *Grammar for Writing*. Sadlier-Oxford, 2007.
 - *SAT Power Prep: Ascend*. Prestwick House, 2016.
- English 200 Required Reading:
 - *The Crucible (Connection to Social Studies: Salem Witch Trials and McCarthyism)*
 - *Fences (Connection to Social Studies: Civil Rights)*
 - *The Great Gatsby (Connection to Social Studies: The Jazz Age and Prohibition)*
 - *The Help (Connection to Social Studies: Civil Rights)*
 - *Of Mice and Men (Connection to Social Studies: The American Dream and The Plight of Migrant Farmworkers)*
- Supplemental Readings/Materials
 - Teacher selected short stories and poems.
 - Teacher-selected non-fiction companion pieces to literature.
 - *MLA Handbook for Writers of Research Papers, Seventh Ed.* Modern Language Association, 2009.
 - Webster's New World College Dictionary, Fourth Edition
 - *Basic English Grammar and Composition Level E*, Esp. Publishing
- 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
<p><i>The Crucible-</i> The Search for a Voice</p> <p><u>DESCRIPTION OF UNIT:</u> Students will read a variety of literary and informational texts with the primary goal of understanding the historical context of <i>The Crucible</i>. Students will be tasked with analyzing thematic, symbolic and allegorical implications. Students will consider the social and political conditions of the time period and make connections to present day. Students will ultimately read, comprehend, analyze and perform research and compose MLA formatted</p>	Five Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Pre-teaching of vocabulary and concepts ● <i>The Crucible</i> film for visual accompaniment ● <i>The Crucible</i> Act summaries to enhance content comprehension ● Character connection maps to clarify plot ● Teacher modeling for how to persuade and compose strong arguments ● Tragic Hero graphic organizer to support summative writing assessment ● IXL practice for grammar, punctuation ● Scaffolding: think-pair-share ● Cooperative learning 	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> ● NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.9-10.1, RL.9-10.2, RL.9-10.9, RI.9-10.2, RI.9-10.6, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA.L4, <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> ● RH.9-10.1, RH.9-10.4, NJSLSA.W5, NJSLSA.W7, 	<p><u><i>Formative Assessment:</i></u></p> <ul style="list-style-type: none"> ● <i>Crucible</i> Webquest ● <i>Crucible</i> Act I reading check quiz (allegorical implications/historical time period) ● <i>Crucible</i> Act II reading check quiz on characterization ● <i>Crucible</i> Act I-III Mid Unit Test ● <i>Crucible</i> (Mid-Unit) MLA Constructed Response on establishing hysteria in the media today with informational texts ● Quiz on

<p>essay incorporating multiple sources.</p> <p><u>MATERIALS OF UNIT:</u> Arthur Miller’s play, <i>The Crucible</i> (text), Nicholas Hytner’s <i>The Crucible</i> (film)</p> <p><u>OBJECTIVE OF UNIT:</u></p> <ul style="list-style-type: none"> ● Synthesize literature based on historical themes and ideals ● Students will participate in reader’s theatre to act out the roles in Act I through Act II and will continue to read independently for the remainder of the unit. ● Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques ● Move effectively through the stages of the writing process, with careful attention to inquiry 		<p>groups</p> <ul style="list-style-type: none"> ● Modified tests and quizzes ● Re-phrasing of questions, directions and explanations ● Use of Quizlet for SAT Vocabulary review and collaborative in-class Quizlet Live Practice game <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Inquiry-based instruction and research on McCarthyism and the Salem Witch Trials ● Real-world problems and scenarios- making connections to Modern Day Witch Hunts ● Student- Driven Analysis: Mass Hysteria ● Inquiry-based instruction through Socratic seminars 	<p>WHST.9-10.1, WHST.9-10.5,</p> <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> ● CRP2, CRP4, CRP 7, CRP11, CRP12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> ● 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7, <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> ● 8.2.12.B.4, 8.2.12.B.5 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> ● 9.2.12.C.8 	<p>Aristotle’s Elements of a Tragic Hero</p> <p><u><i>Summative Assessment:</i></u></p> <ul style="list-style-type: none"> ● Students will compose an MLA formatted five paragraph persuasive essay arguing how and why John Proctor is a classic or modern tragic hero using evidence from the text to support claims.
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<p>and research, drafting, revising, editing and review</p> <ul style="list-style-type: none">● Create and sustain arguments based on readings, research and/ or personal experience● Evaluate literature based on thematic conventions● Evaluate filmed/ performed representations of literature● Vocabulary acquisition from text● Produce analytical essay that introduce a complex central idea and develop it with appropriate evidence				
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<p><i>Individualism and US Foundations - American Romanticism and Transcendentalism</i></p> <p><u>DESCRIPTION OF UNIT:</u></p> <p>Students will explore America’s prolific period of literature by examining American Romanticism, including attitudes toward nature, emphasis of beauty, and the strangeness and mysteries of the natural world. Students will analyze the Romantic era in terms of the importance of the individual and the imagination as a movement away from the Industrial Revolution. Students will investigate</p>	5 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> · Graphic Organizers- Breaking down figurative language and literary devices · Speaker Identification Charts for Poe, Bryant, and Cullens · Re-teaching concepts of Transcendentalism - Pre-teach background information on contemporary authors to enhance comprehension - Hard copies of poetry and text given to annotate and use as reference - Modeled annotation skill activities - Example journals given to be used as a model - Environmental print, word-walls and 	<p><u>Standards</u></p> <p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> ● NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.9-10.1, RL.9-10.2, RL.9-10.9, RI.9-10.2, RI.9-10.6, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA.L4, <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> ● RH.9-10.1, RH.9-10.4, NJSLSA.W5, NJSLSA.W7, WHST.9-10.1, 	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Poetic Devices reading check Quiz ● Mini constructed responses- Students will sharpen explanatory writing skills by responding to Critical Thinking Questions regarding how imagery and diction work to establish tone, advance plot, and make thematic connections ● Journal responses on essential questions based on Transcendental ideals ● Poetry Analysis: Students will work

<p>transcendentalism as an aspect of American Romanticism analyze how such philosophical views have revolutionary implications for literature, art, and culture.</p> <p><u>MATERIALS IN UNIT</u></p> <ul style="list-style-type: none"> - William Cullen Bryant’s “Thanatopsis” - Edgar Allan Poe’s “The Raven”, “The Cask of Amontillado”, and “The Tell Tale Heart” - From Henry David Thoreau’s “Civil Disobedience” - Ralph Waldo Emerson's, “Walden” and “Nature” - <i>The Dead Poets Society</i> film featuring Robin Williams <p><u>OBJECTIVE OF</u></p>		<p>anchor charts with vocabulary/ literary devices displayed around classroom for reference</p> <ul style="list-style-type: none"> - Re-phrasing of questions, directions and explanations <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> · Create a “Poe-ster” to analyze thematic implications across three mediums with an expository composition · Evaluate and synthesize the influences of Transcendentalist authors on contemporary authors <ul style="list-style-type: none"> - Psychoanalytic literary connection activities - Optional exit-slip challenge questions 	<p>WHST.9-10.5, RST.9-10.7</p> <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> ● CRP2, CRP4, CRP 7, CRP11, CRP12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> ● 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7, 8.1.12.D.5 <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> ● 8.2.12.B.4, 8.2.12.B.5 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> ● 9.2.12.C.8 	<p>to paraphrase, summarize, and analyze poetic devices and determine how the language works to evoke Romantic ideals</p> <ul style="list-style-type: none"> ● Thanatopsis Interactive Text Analysis Charts: Students will work collaboratively to respond to text dependent questions regarding poetic devices. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Final Assessment-Romanticism Unit Test ● Students will demonstrate knowledge of characteristic of Romanticism ● “Poe-ster”- Students will work collaboratively to create a “Poe-ster” in which they demonstrate
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<p><u>UNIT</u></p> <ul style="list-style-type: none">● Students will define major characteristics of American Romanticism and Transcendentalism● Students will identify, explain, and analyze Romantic principals and motifs found in Brant, Poe, and Longfellow's works● Students will analyze complex sets of ideas in informational texts and examine how they interact and develop with one another● Students will demonstrate comprehension of literary techniques such as paradox, metaphor, personification, symbols, imagery, simile and metaphor, and diction as used by				culminating knowledge: imagery, themes, symbols, metaphor, simile)
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<p>writers of the Romantic and Transcendental period</p> <ul style="list-style-type: none"> • Students will cite strong and thorough textual evidence to support analysis of what all texts say explicitly as well as inferences drawn from the text • Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings (vocabulary) 				
<p><i>The Great Gatsby</i>- Search for the American Dream</p> <p><u>DESCRIPTION OF UNIT:</u> Throughout this unit students will focus on exploring Fitzgerald's classic novel, <i>The Great</i></p>	<p><i>Five Weeks</i></p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Pre-teach historical context of The Roaring 20's • <i>The Great Gatsby</i> Audio-book • Old Money vs. New Money 	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> • NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.9-10.1, RL.9-10.2, RL.9-10.9, 	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • 1920s/Gatsby historical context quiz on google classroom forms • Old Money vs. New Money quiz based on in-class notes

<p><i>Gatsby</i>, and how the time period and culture of the 1920's plays a vital part in the author's overall message in the novel. Students will be able to identify with the autobiographical nature of the novel and apply the moral themes to their own development as young adults. Students will achieve these objectives through independent as well as excerpted close reading of the novel (in-class and aloud, with Study Guide Questions), constructed responses and long-term writing exercises (Compare and Contrast, character analysis), small group discussion (analysis of the value of the American Dream as viewed by Fitzgerald), small group discussions and individual projects. Students will examine the author's style of writing by conducting close-readings to examine and annotate literary devices, symbols, character thoughts, color</p>		<p>guided notes and T-Chart</p> <ul style="list-style-type: none"> ● <i>Gatsby</i> introduction powerpoint slides/and printed notes ● <i>Gatsby</i> (A.V.G.) Active Viewing Guide graphic organizer for film ● Spoiler Free Character description handout ● Setting and themes reference packet ● Use of multi-sensory formats to enhance historical concepts ● Modified quizzes, tests, and writing assignments ● Think-pair-share ● Talk-Chalk to reiterate major plot and character relationships ● Use of IXL ● Use of Quizlet for SAT Vocabulary review and collaborative in- 	<p>RI.9-10.2, RI.9-10.6, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA.L4,</p> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> ● RH.9-10.1, RH.9-10.4, NJSLSA.W5, NJSLSA.W7, WHST.9-10.1, WHST.9-10.5, RST.9-10.7 <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> ● CRP2, CRP4, CRP 7, CRP11, CRP12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> ● 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7, 8.1.12.D.5 <p><i>Technology Standards 8.2:</i></p>	<ul style="list-style-type: none"> ● <i>Gatsby</i> chapter reading check quizzes for chapters 1-3, 4-6, 7, 8-9. ● <i>Gatsby</i> chapter questions ● Active Viewing Guide packet comparing the film to the novel, identifying hollywoodization elements and analyzing the effectiveness of the element as well as the reasoning for the change completed while viewing the film ● Students will write a short constructed response after viewing the film accessing whether the film should be classified as a loose, literal, or strict adaptation of the novel, using specific examples from their active viewing guides as
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<p>symbolism, and thematic connections.</p> <p><u>MATERIALS IN UNIT:</u></p> <ul style="list-style-type: none"> ● F. Scott Fitzgerald’s <i>The Great Gatsby</i> text ● Jack Clayton’s 1974 film, <i>The Great Gatsby</i> ● Baz Luhrmann’s 2016 film, <i>The Great Gatsby</i> ● J.C. Cooper’s <i>Encyclopaedia of Traditional Symbols</i> ● Old Money vs. New Money nonfiction article ● 1920’s Treasure Hunt http://www.huffenGLISH.com/gatsby/gatsbyhunt.html ● The Elements of Hollywoodization and the three classifications of Adaptations ● NY Times Articles: Social Class Systems and the American Dream 		<p>class Quizlet Live Practice game</p> <ul style="list-style-type: none"> ● Use of note-cards for vocabulary enhancement ● Re-phrasing of questions, directions and explanations ● Graphic organizers for writing assignments ● Teacher modeling for written assessments ● Notes and exemplars provided for how to annotate during close-reading practice <p><i>For enhancement:</i></p> <ul style="list-style-type: none"> ● Inquiry-based instruction through Socratic seminars- Students create higher order questions regarding theme, symbolism, characterization, imagery, and 	<ul style="list-style-type: none"> ● 8.2.12.B.4, 8.2.12.B.5 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> ● 9.2.12.C.8 	<p>well as the film to support their claim.</p> <ul style="list-style-type: none"> ● 1920’s Magazine Project- Students will examine social, political, and economical aspects of the 1920’s ● Text Analysis Shared Digital Chapter Notes- Students will work collaboratively to examine and analyze Literary Devices including symbolism, characterization, plot, theme, motifs, diction, and imagery in the novel <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● <i>Gatsby</i> Final Unit Assessment composed of multiple choice questions based on plot, characters, symbolism, and
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<p><u>OBJECTIVE OF THE UNIT:</u></p> <ul style="list-style-type: none"> • Students will be able to identify and define the terms “retrospect” and “unreliable narrator” prior to reading the novel in order to understand the narrative mode/type of narrator. • Students will be able to identify and distinguish between the four major settings of the novel: (East Egg, West Egg, and The Valley of Ashes) and locate and label each of these on a map. • Students will read informational texts on the dominant theme of the novel classism, creating a t-chart identifying the 		<p>diction to facilitate academic discussion</p> <ul style="list-style-type: none"> • Flipped classroom activities to enhance independent content mastery • Student-driven projects- 1920’s Magazine (pre-reading) • Collaborative Text/ Chapter Analysis in which students create a digital shared set of class notes in which they analyze excerpts of <i>The Great Gatsby</i> and present analysis to the class • Online Discussion Forums through Google Classroom- Students respond to higher order questions regarding major literary elements of the text and respond to their 		<p>setting, quote identification section, and labeling the Gatsby map according to provided key.</p> <ul style="list-style-type: none"> • Design and create a two-sided wheel explaining the major symbols and themes of the novel with accompanying illustrations and images to highlight/enhance each. Short explanations and quotes must be provided for the opposite side of the wheel. • Students will compose a formal film review on Luhrmann's adaptation analyzing and reflecting on the film by expressing their opinion of the film including specific examples from the film and
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<p>differences between Old Money vs. New Money</p> <ul style="list-style-type: none">● Students will discuss the theme of the American Dream and whether it is still attainable today while drawing comparisons to the characters in the novel and the time period.● Students will use J.C. Cooper's <i>Encyclopaedia of Traditional Symbols</i> to locate and identify the symbolic definitions associated with the color green and of rain.● Students will access how the two major characters in the novel, Nick Carraway and Jay Gatsby seek to obtain the American Dream		<p>peers to facilitate discussion and share different perspectives</p>		<p>from the novel.</p>
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<p>by composing short written responses including textual support.</p> <ul style="list-style-type: none">● Students will determine the meaning of vocabulary words and phrases as they are used in the text, including figurative and connotative meanings (vocabulary)● Students will learn the concept and purpose of Hollywoodization and how it is applied in various films. Students will apply those elements of hollywoodization while viewing Luhrmann's modern adaptation of the text in comparison to the film.● Students will participate in in-class fishbowl				
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<p>discussions based on Gatsby guided questions to practice speaking and listening skills.</p>				
<p><i>Of Mice and Men</i> Search for the The American Dream</p> <p><u>DESCRIPTION OF UNIT</u> Students will examine John Steinbeck as an author who develops rich commentary that exploits the balance of social and economic power that existed after the Great Depression. Students will explore and access Steinbeck’s ability to create characters that are vivid exemplars of those with and without power depending on race, gender, education, and economic class. Lastly, students will examine author’s craft through analysis of how carefully crafted language can</p>	<p><i>Five weeks</i></p>	<p><i>For Support:</i></p> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Student facilitated academic discussion- students create higher order questions to facilitate classroom discussion and debate ● Independent study- students read the novel independently and work through analytical questions via online discussion forums ● Inquiry Based Learning: Students will examine a 	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> ● NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.9-10.1, RL.9-10.2, RL.9-10.9, RI.9-10.2, RI.9-10.6, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA. L4, <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> ● RH.9-10.1, RH.9-10.4, NJSLSA.W5, NJSLSA.W7, WHST.9-10.1, 	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Chapter 1-3 Reading Quizzes ● Chapter 4-5 reading quiz ● Digital Discussion Forums on Google Classroom: Students will respond to essential questions and share responses to the treatment of Lennie, Crooks, and Curley's Wife ● Students will regularly compose journal entries in which they express their opinions of friendship, isolation, loneliness, and social classes

<p>elevate student comprehension of theme, setting, symbols, and imagery.</p> <p><u>MATERIALS OF UNIT:</u></p> <ul style="list-style-type: none"> ● John Steinbeck’s <i>Of Mice and Men</i> ● PBS Documentary “Riding the Rails” ● Tod May’s “Friendship in an Age of Economics ● Gary Sinise Film: <i>Of Mice and Men</i> <p><u>OBJECTIVE OF UNIT</u></p> <ul style="list-style-type: none"> ● Students will access prior knowledge and build knowledge of The Great Depression, The Dust Bowl, and the Migrant worker ● Students will determine the central theme of The American Dream and analyze in detail its development 		<p>fictional text as a piece of social commentary</p>	<p>WHST.9-10.5, RST.9-10.7</p> <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> ● CRP2, CRP4, CRP 7, CRP11, CRP12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> ● 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7, 8.1.12.D.5 <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> ● 8.2.12.B.4, 8.2.12.B.5 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> ● 9.2.12.C.8 	<ul style="list-style-type: none"> ● Students will complete Film Comparison by watching the film and completing Viewing Guides ● Narrative Writing: Character Dialogue- students will compose a narrative in which they generate dialogue between a character from <i>Of Mice and Men</i> and a character from <i>The Great Gatsby</i> with the objective of highlighting the stark variations of the universal theme “The American Dream” <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Literary Criticism: Analytical Essay: Students will apply the Marxist/ Formalist/ Archetypal/ Feminist/ or Historical Theories to
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<p>over the course of the text, how it emerges and how it is shaped</p> <ul style="list-style-type: none"> ● Students will analyze how <i>Of Mice and Men</i> works as social commentary ● Students examine the role that gender, race, education, and class play in the distribution of power in society ● Students will create higher order questions and actively participate in a student driven and facilitated discussion (Socratic Seminar) ● Students will examine how Lennie, George, Curley, Curley's wife, Crooks, and Candy develop, interact, and work to advance plot and theme ● Students will be 				<p>analyze <i>Of Mice and Men</i></p> <ul style="list-style-type: none"> ● Unit Content Test: Students will demonstrate knowledge by completing a content based test by responding to multiple choice, vocabulary fill in the blank, short response, and open ended questions. ● Socratic Seminar: Student facilitated discussion of major themes, symbols, character analysis, and excerpt analysis by creating and responding to higher order analytical questions
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<p>able to analyze the impact of the Great Depression on American Literature</p> <ul style="list-style-type: none">● Students will be able to identify and analyze the emergence and function of the following symbols: George and Lennie's "farm", rabbits, Candy's dog, Lennie's puppy, and Crooks' room● Students will apply my knowledge of Literary Criticism to <i>Of Mice and Men</i>, by composing an analytical essay in MLA format while selectively integrating textual evidence to support analysis of text.● Students will determine the meaning of vocabulary words				
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<p>and phrases as they are used in the text, including figurative and connotative meanings</p>				
<p>Macbeth by William Shakespeare</p> <p><u>DESCRIPTION OF UNIT:</u></p> <p>Students will read Shakespeare’s Macbeth by first understanding the historical and cultural context of the work (Elizabethan World View, The Divine Right of Kings, The Great Chain of Being, The Wheel of Fortune, King James I, Background on Macbeth, and Witches and Witchcraft). Students will be tasked with reading the play in class and at home, viewing the play, and taking notes on the dramatic elements of the play (i.e. staccato opening, paradox, soliloquy, aside, comic relief) as well as the thematic elements (i.e.</p>	<p><i>Six Weeks</i></p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Photo-copied examples of annotations for in-class note-taking ● Photo-copied summaries of important scenes and soliloquy translations to modern english. ● Film shown while reading for visual component (multi-sensory support) and for repetition ● Quotes/textual evidence and citations from the play provided for each character for villain and tragic hero final final essay ● Introductions to scenes on teacher created 	<p><i>NJSLS – ELA:</i></p> <p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> ● NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.9-10.1, RL.9-10.2, RL.9-10.9, RI.9-10.2, RI.9-10.6, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA.L4, <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> ● RH.9-10.1, RH.9-10.4, NJSLSA.W5, NJSLSA.W7, WHST.9-10.1, 	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● <i>Macbeth</i> Historical Background handout and reading comprehension Quiz ● Elizabethan World View - “The Great Chain of Being” Quiz ● Dramatic Elements of Shakespearean tragedy matching quiz ● Macbeth Act I Character scramble quiz ● Macbeth Act II Important Soliloquy Translation Quiz ● Macbeth Open Notes Annotations Reading Check

<p>guilt and remorse, good vs. evil, loyalty vs. betrayal, evil acts breed evil deeds, natural vs. ordered world). Through close analysis, students will examine how Shakespeare creates complex characters and how those characters develop, interact, change, and work to advance the plot over the course of the text.</p> <p><u>MATERIALS IN UNIT:</u></p> <ul style="list-style-type: none"> ● Preswick House consumable text, <i>Macbeth</i> ● A&E Shakespeare's <i>Macbeth</i> featuring Judi Dench and Ian McClellan ● Non-fiction print source on Elizabethan World View and The Great Chain of Being ● Introduction to <i>Macbeth</i> Prezi Notes on www.prezi.com ● The Elizabethan 		<p>google/power point slides.</p> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● <i>Expert Groups-Literature Circles:</i> Students will be heterogeneously placed in groups to promote peer mentoring ● Inquiry based learning: students will approach the play through a historical lens, feminist lens, formalist lens, and archetypal lens and apply to formal analysis. ● Independent reading, paraphrasing/translating, and annotations. 	<p>WHST.9-10.5, RST.9-10.7</p> <p><i>Technology Standards CRP:</i></p> <ul style="list-style-type: none"> ● CRP2, CRP4, CRP 7, CRP11, CRP12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> ● 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7, 8.1.12.D.5 <p><i>21st Century Standards 8.2:</i></p> <ul style="list-style-type: none"> ● 8.2.12.B.4, 8.2.12.B.5 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> ● 9.2.12.C.8 	<p>Quiz</p> <ul style="list-style-type: none"> ● <i>Macbeth</i>- Elements of a Tragic Hero ● <i>Macbeth</i>'s Carousel around the world--important quotes identification activity- students work in pairs to compete against their peers to identify correctly as many characters to their quotes as possible. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● <i>Macbeth</i> final unit expository essay with textual support- 2 Options: Option 1. Who is the greatest villain in the play? (the witches, <i>Macbeth</i>, or Lady <i>Macbeth</i>) Option 2. How is <i>Macbeth</i> a classic tragic hero? ● Final Multiple choice <i>Macbeth</i>
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<p>World View Google Slides presentation</p> <p><u>OBJECTIVE OF UNIT:</u></p> <ul style="list-style-type: none">• Students will anticipate the major concepts/themes of the play by completing an anticipation guide stating their opinions on a variety of statements and participating in a culminating discussion/debate about each amongst their peers. (Can ambition can be evil? Are humans are easily tempted by things they want?, Does fate direct our lives and our actions?)• Students will learn and apply the four major elements of a Shakespearean tragedy (staccato opening,				Unit Test
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<p>supernatural beings, tragic hero, hamartia) and the six dramatic elements (paradox, comic relief, aside, soliloquy, rhyming couplet, turning point) while reading the play and then viewing the play after each Act.</p> <ul style="list-style-type: none">● Student will draw character connections and comparisons between dictators in our history (Stalin/Hitler) and Macbeth● Students will synthesize information of the play to determine and argue in a formal response: who is the greatest villain in the play?● Students will identify the characteristics of a villain/tragic hero and how they				
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apply to the characters in the play.				
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XIV. Appendices