English Language Arts

Curriculum Guide

English Honors Grade 10

Revised: July 2017

Approved by the Montclair Board of Education: August 2017

Montclair Public Schools

Course Title: **English Honors Grade 10**

Curriculum Area: **ELA**   **Credits:**   **5**

Course Pre-Requisites: **English Grade 9**

2017 Curriculum Writers

- Satin Jordan
- Jeffrey Freeman
- Donna Zdanowicz
- Tracie Morrison
- Elizabeth Voltman
- Victoria Kruegel
- Jamie Siwinski
- Laura Cella
- Annette Kuehn
- Gregory Woodruff
- Andrea Bonvini
- Kersy Corporan
- Sally Howell-Rembert
- Helen Kuryllo

Introduction

The Montclair Public Schools believes in celebrating the rich history of our magnet school system while ensuring consistent, high quality instruction for all learners. The English Language Arts curriculum is built upon this belief immersing students in the process of reading, writing, speaking and listening, and language to create a vital community of learners. When students engage with and respond to a variety of literature, they develop an awareness of the human condition, gain empathy, and discover a sense of personal empowerment that allows them to become active participants in society. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

New Jersey Student Learning Standards for English Language Arts

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce-training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

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.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

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.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

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.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

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.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to

other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10. 4 RL.9-10.6 RI.9-10.6	Primary Focus Standards: W.9-10.2A,B,C,D,E,F W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10. 3 SL9-10.4 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: - At least one extended text 3-5 short texts	Writing Focus: - Informative and explanatory writing - Research writing - Routine Writing	Task Type: - Conduct discussions - Report findings	Skill Focus: - Study and apply grammar - Study and apply vocabulary
Unit 2	Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RI.9-10.7 RI.9-10.8	Primary Focus Standards: W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10. 3 SL9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6

Overview	Reading	Writing	Speaking and Listening	Language
	RI.9-10.9			
	Text Type: • At least one extended text • 3-5 short texts	Writing Focus: • Argumentative writing • Research writing • Routine Writing	Task Type: • Conduct discussions • Report findings	Skill Focus: • Study and apply grammar • Study and apply vocabulary
Unit 3	Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.7 RI.9-10.9 RL.9-10.9	Primary Focus Standards: W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10. 3 SL9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: At least one extended text 3-5 short texts	Writing Focus: • Narrative writing • Research writing • Routine Writing	Task Type: • Conduct discussions • Report findings	Skill Focus: • Study and apply grammar • Study and apply vocabulary
Unit 4	Primary Focus Standards:	Primary Focus Standards: W.9-10.1A,B,C,D,E,F	Primary Focus Standards: SL.9-10.1A,B,C,D	Primary Focus Standards: L.9-10.1A,B

Overview	Reading		Writing	Speaking and Listening	Language
	RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.9 RI.9-10.9 RL.9-10.10 RI.9-10.10		W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	SL.9-10.2 SL.9-10. 3 SL9-10.4 SL.9-10.5 SL.9-10.6	L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: At least one extended text 3-5 short texts		Writing Focus: - Informational/explanatory writing - Research writing - Routine writing	Task Type: - Conduct discussions - Report findings	Skill Focus: - Study and apply grammar - Study and apply vocabulary
Suggested Open Educational Resources	Reading - Close Reading Literature: "The Celebrated Frog of Calaveras County" - Close Reading Informational Text: "Gettysburg Address" 9th and 10th Grade Close Reading Units - Developing Core Proficiencies from Engage New York - Grade 9 and 10 Common Core Text Exemplars - EBSCOHOST- High Schools - Lessons to Use with Popular Stories		Writing & Language - Writing Explanatory Essay About the Text "The Celebrated Frog of Calaveras County" - Writing Argument Essays About "Much Ado About Nothing" - Family Memoir: Getting Acquainted with Generations Before Us - PARCC Scoring Rubric for Prose Constructed Response Items - Purdue Online Writing Lab - Style-Shifting: Examining and	Speaking & Listening - ELA Grade 10 Speaking & Listening - Grant Wiggins' Socratic Seminar Guidelines - Developing Core Proficiencies from Engage New York - Lessons to Use with Popular Stories - Lessons to Use with Anthologies - English Language Arts Methods: Grades 9-12 Model	Critical Thinking - Finding Common Ground: Using Logical, Audience-Specific Arguments - Inquiry Graphic Organizer - Developing Core Proficiencies from Engage New York - Lessons to Use with Popular Stories - Lessons to Use with Anthologies - English Language Arts

Overview	Reading	Writing	Speaking and Listening	Language
	- Lessons to Use with Anthologies - English Language Arts Methods: Grades 9-12 Model Lessons - Planning to Assess: How to Align Your Instruction - Close Reading of Literary Texts - UDL Resources - Text Dependent Question Resources - A Case for Reading Examining Challenged and Banned Books	Using Formal and Informal Language Styles - ELA Grade 10 Language Conventions - Vocabulary Graphic Organizer - Developing Core Proficiencies from Engage New York - Lessons to Use with Popular Stories - Lessons to Use with Anthologies - English Language Arts Methods: Grades 9-12 Model Lessons	Lessons - Anchor Standards for Speaking and Listening - 9-12 Presentation Rubric	Methods: Grades 9-12 Model Lessons - How to Encourage Higher Order Thinking - Bloom's Taxonomy & Depth of Knowledge - Critical Thinking: Two Stories, Two Authors, Same Plots?

Montclair Public Schools Instructional Unit

Content:		English 10 Honors		Grade:	10
Marking Period	1	**Unit Title:**	Creation of a Nation - Introduction to American Literature	**Pacing:**	10 Weeks

Framing the Learning

Big Ideas:

Through reading, analysis, discussion, and writing, students will explore:
- The oral tradition
- The social and political importance of storytelling and the role of the storyteller
- The use and importance of storytelling techniques to reflect the values and ethos of a culture.

Essential Questions:

What does historical literature teach us about the continuity of human condition? How are historical texts dependent upon other texts? What parallels can be drawn between and among societies through their historical texts? How do historical texts shape our understanding of our own era? What narrative strategies do authors use?

Enduring Understandings:

Through reading, viewing, discussion, research, and writing students will understand the relationship between literature and society as well as how literature reflects the values and ethos of a culture.

NJSLS

Unit 1 Grade 10

Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills	Depth of Knowledge
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.	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.	• Make personal connections, make connection to other texts, and or/make global connections where relevant • Evaluate the relationship between explicit and implicit details and how they contribute to the meaning • Identify explicit and implicit textual evidence • Distinguish the difference between strong and insufficient (unreliable) details • Distinguish text that provides strong support from unsupported, uncertain or insufficient text • Draw conclusions/make logical judgments about the	3

		information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Use direct quotes, paraphrase and summarize objectively	
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.	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.	● Provide an objective summary of the text ● Evaluate a theme and central idea ● Analyze how details develop the theme/central idea ● Make inferences using implicit and explicit textual evidence ● Use the text to draw conclusions about the theme/central idea ● Formulate an objective (free of personal bias) summary of the text ● Determine how the theme/central idea emerges and is refined or strengthened through key details	3
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.	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.	RL.9-10.3: ● Use strong textual support to demonstrate deeper understanding of characterization ● Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ● Analyze character interactions as they develop plot ● Evaluate simple and complex relationships and/or events and the effects on plot development	3
		RI.9-10.3: ● Understand the relationship between a series of ideas or events that are connected ● Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text ● Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events	2
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative,	● Identify key words and evaluate figurative meaning ● Identify key words and evaluate connotative meaning ● Critically examine how word choice impacts meaning	2

			Depth of Knowledge
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).	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).	• Critically examine how word choice impacts tone • Evaluate cumulative impact of word choice • Critically examine formal vs. informal tone	
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.	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.	RL.9-10.6: • Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States • Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text	3 - 4
		RI.9-10.6: • Critically examine the author's overall purpose • Evaluate how an author uses various rhetorical strategies to advance that purpose	3-4

Unit 1 Writing Standards	Unit 1 Writing Critical Knowledge and Skills	Depth of Knowledge
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. W.9-10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W.9-10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. W.9-10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	• Develop a strong formal style appropriate for the task • Maintain a tone that is free of bias • Integrate multimedia when appropriate and effective • Use relevant and sufficient facts, definitions, details, and quotes • Use sources that are appropriate to task, audience, and purpose • Choose precise words and domain-specific vocabulary • Introduce a topic arranging ideas, concepts, and information to show interrelationships • Format effectively • Develop a topic • Organize graphics • Provide multimedia when useful • Use transitions to link together the major sections of the text • Write a concluding paragraph or section that supports the information presented	3-4

Standard	Skills	Unit
W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	● Choose a formal style and objective tone ● Decide what organization is most effective for purpose, audience, and task ● Incorporate facts, definitions, details, quotations and other information as needed	
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.)	● Identify writing task type and its organizational structure ● Identify and understand the writing purpose ● Determine and address the audience appropriately ● Understand and utilize appropriate style	2
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience	3
W.9-10.6. Use technology, including the Internet, to produce, share, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products	2
W.9-10.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information	4
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	● Gather print and digital information ● Assess credibility and accuracy of sources ● Assess whether information from reliable and authoritative sources is relevant ● Utilize quotes within writing to further claims ● Paraphrase correctly	4

Standards	Critical Knowledge and Skills	Depth of Knowledge
	● Follow a standard format for citation (MLA, APA, etc.)	
W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]"). W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. ● Utilize evidence to support analysis, reflection, and research.	3
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.	● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision	2
Unit 1 Speaking and Listening Standards	**Unit 1 Speaking and Listening Critical Knowledge and Skills**	**Depth of Knowledge**
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. SL.9-10.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g.	● Prepare for discussions ● Read and research materials beforehand ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers ● Set guidelines for class discussions ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in friendly discussions and decision-making	2 A - 1 B - 2 C - 3

student developed rubric) and assign individual roles as needed. SL.9-10.1.C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.	activities ● Reflect, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas	D - 3
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.	● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source	4
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.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading. ● Engage as an active listener and participant ● Use text/source to show fallibility in speaker's reasoning	3 - 4
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.	● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation	1
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English	2

Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills	Depth of Knowledge
	as necessary	

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 	
    L.9-10.1.A. Use parallel structure.
    L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	● Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively
	● Understand the differences between a phrase and a clause and how to effectively use
	● Identify and use various types of phrases and clauses
	● Vary sentence structure to convey specific meaning and interest in writing and presentation
		1
		
		A - 2
		
		B - 3

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 	
    L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
    L.9-10.2.B. Use a colon to introduce a list or quotation.
    L.9-10.2.C.Spell correctly.
	● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses
	● Use a colon to introduce a list or quotation
	● Know and use standard English spelling conventions
		1

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. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work	2 -3

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.
 	
    L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.
    L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.
    L.9-10.4.C. Consult general and specialized reference materials (e.g.,
	● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns
	● Consult reference materials to derive word meanings and correct pronunciation of words
	● Trace the etymology of words
	● Use context clues to derive word meaning (connotation, denotation, word function and position)
		2
		
		A - 2
		
		B - 3
		
		C - 1

college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		D - 1
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.	● Interpret and analyze the use of figurative language within a text ● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)	2
L.9-10.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	● Acquire general academic words from content-specific written texts ● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level	2

Instructional Plan

Formative Assessment Plan	Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. Large and small group discussion/activities Socratic Seminar Quizzes Short answer test Multiple choice test Do Nows Character Trajectory Chart	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* Creation Myth *The Scarlet Letter* Summative Assessment is an informative/explanatory essay to examine and convey complex ideas, concepts, and information concerning the development of theme, character, and/or recurring motif utilizing both the text and selected literary theory.

Guiding Questions Short (1 -2 pages) essay responses	

Texts	Supplementary Resources
Intro to Puritan Plain Style "Huswifery" by Edward Taylor "To My Dear and Loving Husband" by Anne Bradstreet "Here Follow Some Verses upon the Burning of Our House" by Anne Bradstreet "Sinners in the Hands of an Angry God," by Jonathan Edwards "The Minister's Black Veil" by Nathaniel Hawthorne *The Scarlet Letter*, by Nathaniel Hawthorne	"Earth on Turtles Back" Retold by Michael J. Caduto & Joseph Bruchac "When Grizzlies Walked Upright" Retold by Richard Erdoes & Alfonso Ortiz "from The Navajo Origin Legend" Retold by Washington Matthews "from The Interesting Narrative of the Life of Olaudah Equiano" by Olaudah Equiano "Boulders Taller than the Towers of Seville" From an account by Garcia Lopez de Cardenas "Of Plymouth Plantation" by William Bradford Chapter 6, Critical Strategies for Reading and Writing,taken from *Thinking and Writing about Literature* by Michael Meyer "The Scarlet Letter and the Anti-Slavery Feminists" by Jean Fagan Yellin "The Dark Labyrinth of the Mind: Hawthorne, Hester, and the Ironies of Racial Mothering" by Leland S. Person "*The Scarlet Letter* and Revolutions Abroad" by Larry J. Reynolds "Chiefly About War Matters" by Nathaniel Hawthorne "Hawthorne's Divided Genius" by James R. Mellow "The Obliquity of Signs: *The Scarlet Letter*" by Millicent Bell Summary and Overview of "The Custom House"

Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards: Informational or*	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.*	**Routine Writing** *This is daily writing or writing that is done several times over a week*

Literary.		
Informative/explanatory essay(s) to examine and convey complex ideas, concepts, and information concerning the development of theme, character, and/or recurring motif utilizing both the text and selected literary theory.	Develop a topic with well-chosen, relevant, and sufficient facts, concrete details, quotations. Use multiple sources of information, both literary and informational.	Responses to Do Now questions and Guiding Questions

Instructional Best Practices and Exemplars

"Why Read the Classics?" by Italo Calvino http://www.nybooks.com/articles/1986/10/09/why-read-the-classics/
"Transcript of President John F. Kennedy's Inaugural Address" https://www.jfklibrary.org/Asset-Viewer/BqXIEM9F4024ntFl7SVAjA.aspx
"Hester Prynne: Sinner, Victim, Object, inner" by Andrea Seabrook http://www.npr.org/2008/03/02/87805369/hester-prynne-sinner-victim-object-winner

DIFFERENTIATION		
Special Education	**ELL**	**RtI**
- Modify and accommodate as listed in student's IEP or 504 plan - Prioritize instruction - Teach thoroughly - Utilize wait-time - Ensure directions are clear and concise - Utilize probing and clarifying questions - Ask higher order questions equitably - Support instruction with scaffolding - Model (provide step by step instructions) use of learning strategies - Provide extended time for practice and review of learning strategies - Identify, categorize, and teach words critical to understanding instructional texts - Utilize multiple approaches to monitor student understanding - Create rubrics to develop assessments - Vary assessments - Assign peer assisted reading - Assign peer tutoring - Provide individual help to all students - Create opportunities for/Monitor peer collaboration - Monitor student progress frequently - Utilize flexible/cooperative grouping based on instructional goals - Create lesson reminder sheets	- Get to know student - Learn/Utilize/Display some words in student's heritage language - Set high expectations - Determine student knowledge and level of understanding - Research instruction that best matches student need - Utilize ongoing informal assessments - NJDOE resources ***Review Special Education list for additional recommendations.***	- Tiered Interventions following RtI framework - RtI Intervention Bank - Fundations Double-Dose (Tier II) - LLI (Tier III) - FFI Skill Report: DRA On-Line - enVision intervention supports NJDOE resources

<table><tr><td>   - Prioritize and chunk lengthy assignments   - Utilize assistive technology, when appropriate   - Provide ongoing, effective, specific feedback   - Model/Utilize graphic organizers   - Provide leveled reading materials   - Utilize visual aids and props (flashcards, pictures, symbols) when possible   - Utilize a multi-sensory approach to new topics   - NJDOE Resources   </td><td></td><td></td></tr></table>

CROSS CURRICULUR RESOURCES

The Amistad Commission's Literacy components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf

Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

Technology Infusion

https://docs.google.com/document/d/1-5el3aJjDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing

select from the list above/copy and paste

Smart Board Applications

enVision applications

Evidence of Student Learning

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	English 10 Honors		Grade:	10
Marking Period	2	**Unit Title:** The Changing Face of America	**Pacing:**	10 Weeks

Framing the Learning

Big Ideas:

Through reading, analysis, discussion, and writing, students will explore:

- The growth of social philosophy as American writing matures and reflects the changing face of America
- The social and political importance of storytelling and the role of the storyteller
- The use and importance of storytelling techniques to reflect the values and ethos of a culture.

Essential Questions:

What does literature tell us about human existence and experience during a particular era? How do essays and novels speak to the social and political times in which they were written? What narrative strategies does the author use? How do we derive meaning from text?

Enduring Understandings:

Through reading, viewing, discussion, research, and writing students will understand the relationship between literature and society as well as how literature reflects the changing values and ethos of a culture.

NJSLS		
Unit 2 Grade 10		
Unit 2 Reading Standards	**Unit 2 Reading Critical Knowledge and Skills**	**Depth of Knowledge**
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. 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.	● Make personal connections, make connection to other texts, and or/make global connections where relevant ● Analyze the text for inferred and literal meanings ● Evaluate the relationship between explicit and implicit details and how these details contribute to the meaning of the text ● Identify explicit and implicit textual evidence ● Distinguish the difference between strong and insufficient (unreliable) details ● Distinguish text that provides strong support from unsupported, uncertain or insufficient text ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Use direct quotes, paraphrase and summarize objectively	3
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. 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.	● Provide an objective summary of the text ● Evaluate a theme and central idea ● Analyze how details develop the theme/central idea ● Make inferences using implicit and explicit details ● Use the text to draw conclusions about the theme/central idea ● Formulate an objective (free of personal bias) summary of the text ● Determine how the theme/central idea emerges and is refined or strengthened through key details	3
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 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	RL.9-10.3: ● Use strong textual support to demonstrate deeper understanding of characterization ● Evaluate multiple/conflicting character motivations through	3

characters, and advance the plot or develop the theme.	are introduced and developed, and the connections that are drawn between them.	analysis of character dialog and actions ● Analyze character interactions as they develop plot ● Evaluate simple and complex relationships and/or events and the effects on plot development	
		RI.9-10.3: ● Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected ● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text ● Identify and analyze word choice that comprise of a series of ideas or events and how these key words advance tension or plot	2
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).	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).	● Identify key words and evaluate figurative meaning ● Identify key words and evaluate connotative meaning ● Critically examine how word choice impacts meaning ● Critically examine how word choice impacts tone ● Evaluate cumulative impact of word choice ● Critically examine formal vs. informal tone	2
RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise.	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).	RL.9-10.5: ● Evaluate and critically examine how an author has chosen to structure a text and order events within it ● Critically examine and evaluate how the author's choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader	3
		RI.9-10.5: ● Use strong textual support to analyze how an author structures the text and develops ideas ● Critically examine and evaluate how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped	3

		by particular sentences, paragraphs, or longer portions of a text	
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.	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.	RL.9-10.6: ● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view	2
		RI.9-10.6: ● Critically examine the author's overall purpose ● Evaluate how an author uses various rhetorical strategies to advance that purpose	3 - 4
	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.	● Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums ● Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message	3 - 4
	RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	● Evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof ● Use strong textual support to pinpoint any statements that are false and judge if any of the author's reasoning is misleading ● Evaluate what a reliable source is and what makes one questionable ● Identify and understand the argument presented by the author	2 -3
	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	● Study and evaluate multiple influential U.S. documents especially how they deal with similar themes and concepts	3 - 4

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.		
Unit 2 Writing Standards	**Unit 2 Writing Critical Knowledge and Skills**	**Depth of Knowledge**

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.
    W.9-10.1.A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
    W.9-10.1.B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
    W.9-10.1.C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    W.9-10.1.D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    W.9-10.1.E. Provide a concluding paragraph or section that supports the argument presented.
	● Use concise and effective language that supports the organization of the argument
	● Associate and correlate claim(s), counterclaim(s), reasons, and evidence
	● Maintain an appropriate style and tone for the task – omitting personal bias
	● Conclude with a paragraph or section that supports the
	● Write argumentative texts that examine and communicate complex ideas, concepts, or information clearly and accurately
	● Understand how much evidence is needed to satisfactorily support a point
	● Treat claims and counterclaims equitably taking into account what the audience knows as well as what concerns they might have
	● Develop unity and consistency with words and structure
	● Use relevant and sufficient facts, definitions, details, and quotes
	● Use sources that are appropriate to task, audience, and purpose
	● Choose precise words and domain-specific vocabulary
	● Introducing a topic arranging ideas, concepts, and information to show interrelationships
	● Format effectively
	● Develop a topic
	● Organize graphics
	● Provide multimedia when useful
	● Use transitions to link together the major sections of the text
	● Write a concluding statement that supports the information
		3 - 4

	presented ● Choose a formal style and objective tone ● Decide what organization is most effective for purpose, audience, and task ● Determine how many facts, definitions, details, quotations and other information are needed ● Use text evidence to develop analysis and enhance content of argument	
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.)	● Determine writing task type and its appropriate organizational structure ● Identify and understand the writing purpose ● Determine and address the audience appropriately ● Understand and utilize appropriate style	2
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience	3
W.9-10.6. Use technology, including the Internet, to produce, share, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products	2
W.9-10.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information	4
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of	● Gather print and digital information ● Assess credibility and accuracy of sources ● Assess whether information from reliable and authoritative sources is relevant	4

Standards	Critical Knowledge and Skills	Depth of Knowledge
ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	● Utilize quotes within writing to further claims ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)	

W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
  W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").
  W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
	● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research
	● Utilize evidence to support analysis, reflection, and research
		3

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.	● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision	2
Unit 2 Speaking and Listening Standards	**Unit 2 Speaking and Listening Critical Knowledge and Skills**	**Depth of Knowledge**

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.
  SL.9-10.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g.
	● Prepare for discussions
	● Read and research materials beforehand
	● Refer to evidence from texts and other research
	● Draw from and build on the ideas of others in a discussion
	● Collaborate with peers
	● Set guidelines for class discussions
	● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity
	● Establish goals and roles for group members and adhere to assigned roles
	● Participate in friendly discussions and decision-making
		2
		
		A - 1
		
		B - 2

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student developed rubric) and assign individual roles as needed. SL.9-10.1.C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.	activities ● Reflect upon, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas	C - 3 D - 3
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.	● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source	4
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.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Engage as an active listener and participant ● Use text/source to show fallibility within the speaker's argument	3 - 4
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.	● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation	1
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements	1
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating	● Adapt speech delivery to audience and purpose	2

command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary	
Unit 2 Language Standards	**Unit 2 Language Critical Knowledge and Skills**	**Depth of Knowledge**
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 　　L.9-10.1.A. Use parallel structure. 　　L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	● Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively ● Understand the differences between a phrase and a clause and how to effectively use ● Identify and use various types of phrases and clauses ● Vary sentence structure to convey specific meaning and interest in writing and presentation	1 A - 2 B - 3
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 　　L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. 　　L.9-10.2.B. Use a colon to introduce a list or quotation. 　　L.9-10.2.C.Spell correctly.	● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses ● Use a colon to introduce a list or quotation ● Know and use standard English spelling conventions	1
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. 　　L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work	2 - 3
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. 　　L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase. 　　L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of	● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns ● Consult reference materials to derive word meanings and correct pronunciation of words ● Trace the etymology of words ● Use context clues to derive word meaning (connotation, denotation, word function and position)	2 A - 2 B - 3 C - 1 D - 1

Greek and Latin roots and affixes. L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.	● Interpret and analyze the use of figurative language within a text ● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)	2
L.9-10.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	● Acquire general academic words from content-specific written texts ● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level	2

Instructional Plan	
Formative Assessment Plan	**Summative Assessment Plan**
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. Large and small group discussion/activities Socratic Seminar Quizzes	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* Students develop both written arguments and oral presentations to support claims from the texts in an analysis of substantive topics (development of theme, character, recurring motifs) using valid reasoning and relevant and sufficient evidence from both text and selected literary theory.

Short answer test

Multiple choice test

Do Nows

Character Trajectory Chart

Guiding Questions

Short (1 -2 pages) essay responses

Texts	Supplementary Resources
Transcendentalism: Introduction to The Seekers Excerpts from: "Nature," Ralph Waldo Emerson "Self-Reliance," Ralph Waldo Emerson "Walden," Henry David Thoreau "Civil Disobedience," Henry David Thoreau "Man v. Men, Woman v. Women," Margaret Fuller "Letter from Birmingham Jail," Rev. Martin Luther King, Jr. *Leaves of Grass*, Walt Whitman "Song of Myself," Walt Whitman Selected poems from Walt Whitman and the Harlem Renaissance "An Occurrence at Owl Creek Bridge," Ambrose Bierce "Winter Dreams," F. Scott Fitzgerald *The Great Gatsby* by F. Scott Fitzgerald	"I Hear America Singing," Walt Whitman "I, Too," Langston Hughes "Let America Be America Again," Langston Hughes "To Walt Whitman," Angela de Hoyos "America," Allen Ginsberg "Chicago," Carl Sandberg "Supermarket in California," Allen Ginsberg "From The Dark Tower" by Countee Cullen "Sonnet" by Alice Moore Dunbar- Nelson "Theme for English B" by Langston Hughes "The Devil and Tom Walker," Washington Irving "The Story of an Hour," Kate Chopin "A Worn Path," Eudora Welty "Tradition and the Individual Talent," T. S. Eliot Excerpts from *Satyricon*, Petronius Excerpts from *The Epic of America*, James Truslow Adams

Writing Tasks

Primary Focus	Secondary Focus	Routine Writing
This is connected to the types of writing as indicated in the standards: Informational or Literary. Create and develop both written arguments and oral presentations to support analytical	*This may be to develop a skill or connect to writing from resources or research writing.* Identify theme, how social philosophies affect generations of writers, and similarities and differences between and among similar writers.	*This is daily writing or writing that is done several times over a week* Responsive Writing Do Nows

claims from the texts.	Analyze and explain quotations using textual evidence	
Instructional Best Practices and Exemplars		

Modernism, Modernism in literature and The Harlem Renaissance background information

Poetry Glossary https://www.poets.org/poetsorg/onteaching/poetry-glossary

"Developing a Thesis" https://writingcenter.fas.harvard.edu/pages/developing-thesis

"Ending the Essay: Conclusions" https://writingcenter.fas.harvard.edu/pages/ending-essay-conclusions

DIFFERENTIATION

Special Education	ELL	RtI

● Modify and accommodate as listed in student's IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when	● Get to know student ● Learn/Utilize/Display some words in student's heritage language ● Set high expectations ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● NJDOE resources ***Review Special Education list for additional recommendations.***	● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Fundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources

appropriate
- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

CROSS CURRICULUR RESOURCES
The Amistad Commission's Literacy components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY	
21st Century/ Interdisciplinary Themes: Bold all that apply	**21st Century Skills:** Bold all that apply
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

Technology Infusion

https://docs.google.com/document/d/1-5el3aJjDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing

select from the list above/copy and paste

Smart Board Applications

enVision applications

Evidence of Student Learning

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	10 Honors English		Grade:	10
Marking Period	3	**Unit Title:** Battles, Bravery, and Betrayal in the Anglo-Saxon Era	**Pacing:**	10 Weeks

Framing the Learning

Big Ideas:

Through reading, analysis, discussion, and writing, students will explore:

- The oral tradition
- The social and political importance of storytelling and the role of the storyteller
- The use and importance of storytelling techniques in a pre-literate time

Essential Questions:

What does literature tell us about human existence and experience? How are historical texts dependent upon other narratives? What narrative strategies does the author use? How do we derive meaning from text?

Enduring Understandings:

Through reading, viewing, discussion, research, and writing students will understand the relationship between literature and society as well as how literature reflects the ethos of a culture.

NJSLS			
Unit 3 Grade 10			
Unit 3 Reading Standards		**Unit 3 Reading Critical Knowledge and Skills**	**Depth of Knowledge**
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.	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.	● Make personal connections, make connection to other texts, and or/make global connections where relevant ● Analyze the text for inferred and literal meanings ● Evaluate the relationship between explicit and implicit details and how it contributes to the meaning of the text ● Identify explicit and implicit textual evidence ● Distinguish the difference between strong and insufficient (unreliable) details ● Distinguish text that provides strong support from unsupported, uncertain or insufficient text ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Use direct quotes, paraphrase and summarize objectively	3
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.	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.	● Provide an objective summary of the text ● Evaluate a theme and central idea ● Analyze how details develop the theme/central idea ● Make inferences using explicit and implicit text evidence ● Use the text to draw conclusions about the theme/central idea ● Formulate an objective (free of personal bias) summary of the text ● Determine how the theme/central idea emerges and is refined or strengthened through key details	3

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.	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.	RL.9-10.3: ● Use strong textual support to demonstrate deeper understanding of characterization ● Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ● Analyze character interactions as they develop plot ● Evaluate simple and complex relationships and/or events and the effects on plot development	3
		RI.9-10.3: ● Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected ● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text ● Analyze and evaluate word choice that comprise a series of ideas or events and how those key words advance tension or plot	2
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).	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).	● Evaluate figurative meaning ● Evaluate connotative meaning ● Critically examine how word choice impacts meaning ● Critically examine how word choice impacts tone ● Evaluate cumulative impact of word choice ● Critically examine formal vs. informal tone	2
RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise.	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).	RL.9-10.5: ● Evaluate and critically examine how an author has chosen to structure a text and order events within it ● Critically examine how the author's choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader	3

		RI.9-10.5: ● Use strong textual support to analyze how an author structures the text and develops ideas ● Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text	3
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.	RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	RL.9-10.6: ● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view	2
		RI.9-10.6: ● Critically examine the author's overall purpose ● Evaluate how an author uses various rhetorical strategies to advance that purpose	3 - 4
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).		● Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums ● Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message	3 - 4
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).		● Use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text ● Identify allusions ● Compare and contrast use of common ideas/topics between texts or allusions within texts	4
Unit 3 Writing Standards		**Unit 3 Writing Critical Knowledge and Skills**	**Depth of**

		Knowledge

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.
 	
    W.9-10.3.A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
    W.9-10.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
    W.9-10.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete, and comprehensive piece.
    W.9-10.3.D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
    W.9-10.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	● Convey experiences, real or imagined
	● Use time as the deep structure of the narrative
	● Form or structure based on a progression of events that build upon each other
	● Use effective details using precise language
	● Create clear point(s) of view established through a narrator, provide characters, and present a situation
	● Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures
	● Provide a conclusion to the events they set out at the beginning of their narrative
		3

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.)	● Determine writing task type and its appropriate organizational structure ● Identify and understand the writing purpose ● Determine and address the audience appropriately ● Understand and utilize appropriate style	2
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience	3
W.9-10.6. Use technology, including the Internet, to produce, share, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products	2

W.9-10.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information	4
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	● Gather print and digital information ● Assess credibility and accuracy of sources ● Assess whether information from reliable and authoritative sources is relevant ● Utilize quotes to further claims ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)	4
W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]"). W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research ● Utilize evidence to support analysis, reflection, and research	3
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.	● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision	2
Unit 3 Speaking and Listening Standards	**Unit 3 Speaking and Listening Critical Knowledge and Skills**	**Depth of**

		Knowledge
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.	● Prepare for discussions ● Read and research materials beforehand ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers ● Set guidelines for class discussions	2
SL.9-10.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity	A-1
SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.	● Establish goals and roles for group members and adhere to assigned roles ● Participate in friendly discussions and decision-making activities	B - 2
SL.9-10.1.C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	● Reflect upon, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity	C - 3
SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.	● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas	D - 3
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.	● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source	4
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.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading. ● Engage as an active listener and participant ● Use text to show fallibility in speaker's argument	3 - 4
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.	● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and	1

	● provide a conclusion ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation	
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements	1
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary	2
Unit 3 Language Standards	**Unit 3 Language Critical Knowledge and Skills**	**Depth of Knowledge**

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    L.9-10.1.A. Use parallel structure.
    L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	● Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively
	● Understand the differences between a phrase and a clause and how to effectively use
	● Identify and use various types of phrases and clauses
	● Vary sentence structure to convey specific meaning and interest in writing and presentation
		1
		
		A – 2
		
		B - 3

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
    L.9-10.2.B. Use a colon to introduce a list or quotation.
    L.9-10.2.C.Spell correctly.
	● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses
	● Use a colon to introduce a list or quotation
	● Know and use standard English spelling conventions
		1

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. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully	2 - 3

	• when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work	

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.
    L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.
    L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.
    L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
    L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	• Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns
	• Consult reference materials to derive word meanings and correct pronunciation of words
	• Trace the etymology of words
	• Use context clues to derive word meaning (connotation, denotation, word function and position)
		2
		
		A - 2
		
		B - 3
		
		C -1
		
		D - 1

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
    L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.
	• Interpret and analyze the use of figurative language within a text
	• Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)
		2

L.9-10.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• Acquire general academic words from content-specific written texts • Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level	2

Instructional Plan

Formative Assessment Plan	Summative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*
Large and small group discussion/activities Quizzes Short answer test Multiple choice test Written Response/Essay	Students will create and illustrate modern tales by use of a folk tale similar to the manner in which Geoffrey Chaucer wrote *The Canterbury Tales*. Students will write a well-organized, three-paragraph response using textual evidence to support their ideas and opinions. (*Beowulf*)

Texts	Supplementary Resources
Assorted Anglo-Saxon poetry *Beowulf* General Prologue to *The Canterbury Tales* "The Nun's Priest's Tale" and "The Pardoner's Tale" or another tale	*Grendel*, John Gardner BBC Updated Classics dvd - *The Canterbury Tales* *Everyman,* Author Unknown

Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards: Informational or Literary.* Writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.* Use peer editing and teacher input to edit and revise narrative using technology in the process. Use descriptive, sensory and detailed language to convey a vivid picture to the reader. Direct and indirect characterization	**Routine Writing** *This is daily writing or writing that is done several times over a week* Responsive writing Do Nows

Instructional Best Practices and Exemplars
The Canterbury Tales Episode 2 video - *https://www.youtube.com/watch?v=9i97vbwSSMM* *Lego* Everyman video - *https://www.youtube.com/watch?v=vM5Zwd427iU* Group project - Rewrite *Everyman* in contemporary language and perform for the class Various materials from read write think http://www.readwritethink.org/

DIFFERENTIATION

Special Education	ELL	RtI
- Modify and accommodate as listed in student's IEP or 504 plan - Prioritize instruction - Teach thoroughly - Utilize wait-time - Ensure directions are clear and concise - Utilize probing and clarifying questions - Ask higher order questions equitably - Support instruction with scaffolding - Model (provide step by step instructions) use of learning strategies - Provide extended time for practice and review of learning strategies - Identify, categorize, and teach words critical to understanding instructional texts - Utilize multiple approaches to monitor student understanding - Create rubrics to develop assessments - Vary assessments - Assign peer assisted reading - Assign peer tutoring - Provide individual help to all students - Create opportunities for/Monitor peer collaboration - Monitor student progress frequently - Utilize flexible/cooperative grouping based on instructional goals - Create lesson reminder sheets	- Get to know student - Learn/Utilize/Display some words in student's heritage language - Set high expectations - Determine student knowledge and level of understanding - Research instruction that best matches student need - Utilize ongoing informal assessments - NJDOE resources ***Review Special Education list for additional recommendations.***	- Tiered Interventions following RtI framework - RtI Intervention Bank - Fundations Double-Dose (Tier II) - LLI (Tier III) - FFI Skill Report: DRA On-Line - enVision intervention supports NJDOE resources

- Prioritize and chunk lengthy assignments - Utilize assistive technology, when appropriate - Provide ongoing, effective, specific feedback - Model/Utilize graphic organizers - Provide leveled reading materials - Utilize visual aids and props (flashcards, pictures, symbols) when possible - Utilize a multi-sensory approach to new topics - NJDOE Resources		

CROSS CURRICULUR RESOURCES
The Amistad Commission's Literacy components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY	
21st Century/ Interdisciplinary Themes: Bold all that apply	**21st Century Skills: Bold all that apply**
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

Technology Infusion

https://docs.google.com/document/d/1-5el3aJjDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing

select from the list above/copy and paste

Smart Board Applications

enVision applications

Evidence of Student Learning

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	English 10 Honors	Grade:	10
Marking Period	4	**Unit Title:**	Insight into the Reflection of the Human Spirit in the Golden Age of Storytelling	**Pacing:**	10 Weeks

Framing the Learning

Big Ideas:

Through reading, analysis, discussion, and writing, students will explore:

- The Golden Eras of creative writing (sonnets, dramas, and novels)
- The social and political importance of storytelling and the role of the storyteller in politics and society
- The use and importance of storytelling techniques in times of upheaval and stability

Essential Questions:

What does literature tell us about human existence and experience during a particular era? How and why does the sonnet remain a relevant form of artistic expression? How do plays and novels speak to the social and political times in which they were written? What narrative strategies does the author use? How do we

derive meaning from text?

Enduring Understandings:
Through reading, viewing, discussion, research, and writing students will understand the relationship between literature and society as well as how literature reflects the politics and ethos of a culture.

NJSLS			
Unit 4 Grade 10			
Unit 4 Reading Standards		**Unit 4 Reading Critical Knowledge and Skills**	**Depth of Knowledge**
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.	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.	● Make personal connections, make connection to other texts, and or/make global connections where relevant ● Evaluate the relationship between explicit and implicit details and how it contributes to meaning of text ● Identify explicit and implicit textual evidence ● Distinguish the difference between strong and insufficient (unreliable) details ● Distinguish text that provides strong support from unsupported, uncertain or insufficient text ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Use direct quotes, paraphrase and summarize objectively ● Analyze text for inferred and literal meanings	3
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.	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.	● Provide an objective summary of the text ● Evaluate a theme and central idea ● Analyze how details develop the theme/central idea ● Make inferences using implicit and explicit text evidence ● Use the text to draw conclusions about the theme/central idea ● Formulate an objective (free of personal bias) summary of the text ● Determine how the theme/central idea emerges and is refined or strengthened through key details	3

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.	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.	RL.9-10.3: ● Use strong textual support to demonstrate deeper understanding of characterization ● Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ● Analyze character interactions as they develop plot ● Evaluate simple and complex relationships and/or events and the effects on plot development	3
		RI.9-10.3: ● Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected ● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text ● Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or plot	2
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).	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).	● Evaluate figurative meaning ● Evaluate connotative meaning ● Critically examine how word choice impacts meaning ● Critically examine how word choice impacts tone ● Evaluate cumulative impact of word choice ● Critically examine formal vs. informal tone	2
RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise.	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).	RL.9-10.5: ● Evaluate and critically examine how an author has chosen to structure a text and order events within it ● Critically examine how the author's choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader	3
		RI.9-10.5: ● Use strong textual support to analyze how an author structures	3

		the text and develops ideas ● Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text	
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.	RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	RL.9-10.6: ● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view	2
		RI.9-10.6: ● Critically examine the author's overall purpose ● Evaluate how an author uses various rhetorical strategies to advance that purpose	2
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).	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.	RL.9-10.9: ● Use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text	3 - 4
		RI.9-10.9: ● Study and evaluate influential U.S. documents ● Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge	4
RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.	RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.	● Closely read various forms of literature independently and fluently, including stories, dramas, and poems ● Demonstrate comprehension of various forms of literary text ● Make connections among ideas and between texts ● Consider a wider range of textual evidence ● Become more sensitive to inconsistencies, ambiguities, and	2

	• poor reasoning in texts • Monitor comprehension • Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text

Unit 4 Writing Standards	Unit 4 Writing Critical Knowledge and Skills	Depth of Knowledge
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. W.9-10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W.9-10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. W.9-10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	• Develop a strong formal style appropriate for the task • Maintain a tone that is free of bias • Integrate multimedia when appropriate and effective • Use relevant and sufficient facts, definitions, details, and quotes • Use sources that are appropriate to task, audience, and purpose • Choose precise words and domain-specific vocabulary • Introduce a topic arranging ideas, concepts, and information to show interrelationships • Format effectively • Develop a topic • Organize graphics • Provide multimedia when useful • Use transitions to link together the major sections of the text • Write a concluding paragraph or section that supports the information presented • Choose a formal style and objective tone • Decide what organization is most effective for purpose, audience, and task • Determine how many facts, definitions, details, quotations and other information are needed	3 - 4
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.)	• Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience appropriately • Understand and utilize appropriate style	2

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience	3
W.9-10.6. Use technology, including the Internet, to produce, share, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products	2
W.9-10.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information	4
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	● Gather print and digital information ● Assess credibility and accuracy of sources ● Assess whether information from reliable and authoritative sources is relevant ● Utilize quotes to further claims ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)	4

W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
    W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").
    W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and
	● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.
	● Utilize evidence to support analysis, reflection, and research
		3

specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").		
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.	● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision	2
Unit 4 Speaking and Listening Standards	**Unit 4 Speaking and Listening Critical Knowledge and Skills**	**Depth of Knowledge**
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. 　　SL.9-10.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 　　SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. 　　SL.9-10.1.C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 　　SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.	● Prepare for discussions ● Read and research materials beforehand ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers ● Set guidelines for class discussions ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in friendly discussions and decision-making activities ● Reflect upon, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas	2 A - 1 B - 2 C - 3 D - 3

Standard	Critical Knowledge and Skills	Depth of Knowledge
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.	● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source	4
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.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Move from passive listener to active participant ● Use text/source to show fallibility in speaker's reasoning	3 - 4
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.	● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation	1
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements.	1
Unit 4 Language Standards	**Unit 4 Language Critical Knowledge and Skills**	**Depth of Knowledge**
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 　L.9-10.1.A. Use parallel structure. 　L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	● Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively ● Understand the differences between a phrase and a clause and how to effectively use ● Identify and use various types of phrases and clauses ● Vary sentence structure to convey specific meaning and interest in writing and presentation	1 A - 2 B - 3
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 　L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses ● Use a colon to introduce a list or quotation ● Know and use standard English spelling conventions	1

L.9-10.2.B. Use a colon to introduce a list or quotation. L.9-10.2.C.Spell correctly.		
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. 　　　L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work	2 - 3
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. 　　　L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase. 　　　L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. 　　　L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. 　　　L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns ● Consult reference materials to derive word meanings and correct pronunciation of words ● Trace the etymology of words ● Use context clues to derive word meaning (connotation, denotation, word position and function)	2 A - 2 B - 3 C - 1 D - 1
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 　　　L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. 　　　L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.	● Interpret and analyze the use of figurative language within a text ● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)	2
L.9-10.6. Acquire and use accurately grade-appropriate general academic and	● Acquire general academic words from content-specific written	2

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.	texts ● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

Instructional Plan	
Formative Assessment Plan	**Summative Assessment Plan**
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. Quizzes Tests Short written response Small and large group discussions/projects	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* *The Tragedy of Macbeth - S*hakespearean Word Web - allows students to utilize informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Also contains a visual component. *Jane Eyre - A*nalytical essay of novel as a whole as either Naturalistic, Romantic, Gothic, or Realistic by utilizing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Texts	**Supplementary Resources**
The Tragedy of Macbeth, William Shakespeare Selected sonnets *Jane Eyre*, Charlotte Bronte	"Breaking the Chain: Shakespeare's Use of the Great Chain of Being in Macbeth" *Christian Worldview Journal* *Sir Gawain and the Green Knight* *Morte d'Arthur* "Morality and the Politics of "Shakespeare's Macbeth" Elisabeth Lickindorf "The Many Faces of Macbeth," Maynard Mack The Tragedy of Macbeth, A. C. Bradley "On Knocking at the Gate, in *Macbeth,"* Thomas deQuincy Background on The Tragedy of Macbeth, www.Shakespeare-online.com and BBC.com/Macbeth background Cultural Connections of the Victorian Era," Laura Cella

	"Why a Governess's Narrative Shocked Victorian Readers," Sonja Mayer
	"Teaching *Jane Eyre*," Herbert Rosengarten

Writing Tasks

Primary Focus	**Secondary Focus**	**Routine Writing**
This is connected to the types of writing as indicated in the standards: Informational or Literary.	*This may be to develop a skill or connect to writing from resources or research writing.*	*This is daily writing or writing that is done several times over a week.*
Analytical essay of play and novel as a whole as either Naturalistic, Romantic, Gothic, or Realistic by utilizing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Introduction of an essay topic; organize complex ideas, concepts, and information to make important connections and distinctions. Progressive development of chosen 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.	Responsive writing Do Nows Guiding Questions

Instructional Best Practices and Exemplars

Background video on the Globe Theater https://www.youtube.com/watch?v=b9uDK3xsLYk&t=143s
Macbeth with Ethan Hawk - http://www.pbs.org/wnet/shakespeare-uncovered/uncategorized/m
Macbeth Acts III-IV - Roman Polanski
Macbeth Acts III-IV - "Great Performances" PBS

DIFFERENTIATION

Special Education	ELL	RtI
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21st Century/ Interdisciplinary Themes: Bold all that apply	**21st Century Skills: Bold all that apply**
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

Technology Infusion
https://docs.google.com/document/d/1-5el3aJjDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing
select from the list above/copy and paste
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