

10th CP/A Curriculum updated Summer 2024

Grade 10: College Prep & Accelerated


Black Horse Pike Regional School District English Language Arts Curriculum



[Grading Policy \(link\)](#)

COURSE SYLLABUS

Overall Course Description:

These courses foster continued growth of literacy skills through focused study of American literature. Curriculum units are organized thematically to emphasize themes associated with understanding individual and cultural identity, as well as the evolution of the American Dream. Instructional activities, assignments, and assessments continue to develop critical thinking skills that empower students to engage in the analysis and evaluation of complex texts, both fiction and nonfiction. Students are expected to gain independence in their abilities to draw inferences, conduct research, produce formal written compositions, and apply knowledge of language. Requirements include summer reading, a research paper, and independent reading throughout the school year.

Units	Timeframe	Focus Standards:	
Unit 1: The American Experience: Individual Identity	Approximately 10 weeks (September - mid November)	<u>Reading</u> RL.CI.9–10.2 RL.TS.9–10.4 RL.PP. 9–10.5 <u>Writing</u> W.IW.9–10.2 W.WP.9–10.4 W.RW.9–10.7	<u>Speaking and Listening</u> SL.PE.9–10.1 SL.PI.9–10.4 <u>Language</u> L.KL.9–10.2 L.VL.9–10.3 L.VI.9–10.4
Unit 2: The American Story: Our Literary Identity	Approximately 10 weeks (mid November - January)	<u>Reading</u> RL.IT.9–10.3 RL.MF.9–10.6 RI.MF.9–10.6 RL.CT.9–10.8 RI.CT.9–10.8 <u>Writing</u> W.AW.9–10.1	<u>Speaking and Listening</u> SL.II.9–10.2 SL.ES.9–10.3 <u>Language</u> L.KL.9–10.2 L.VL.9–10.3 L.VI.9–10.4
Unit 3: Argument & The American Dream	Approximately 10 weeks (February - March)	<u>Reading</u> RI.CR.9–10.1 RI.CI.9–10.2 RI.IT.9–10.3 RI.TS.9–10.4	<u>Speaking and Listening</u> SL.ES.9–10.3 SL.PI.9–10.4 SL.UM.9–10.5 SL.AS.9–10.6 

		RI.PP.9–10.5 RI.MF.9–10.6 RI.AA.9–10.7 RI.CT.9–10.8  <u>Writing</u> W.AW.9–10.1 W.WR.9–10.5  W.SE.9–10.6	<u>Language</u> L.SS.9–10.1 L.KL.9–10.2
<u>Unit 4:</u> The American Dream vs. Reality	Approximately 10 weeks (April - June)	<u>Reading</u> RL.CR.9-10.1 RI.CR.9–10.1. RL.CI.9–10.2 RI.CI.9–10.2 RL.IT.9–10.3 RI.IT.9–10.3 RL.TS.9–10.4 RI.TS.9–10.4 <u>Writing</u> W.NW.9–10.3 W.WP.9–10.4 W.RW.9–10.7	<u>Speaking and Listening</u> SL.PE.9–10.1 SL.II.9–10.2 SL.AS.9–10.6 <u>Language</u> LVL.9–10.3 LVI.9–10.4

Unit 1: The American Experience: Individual Identity	
Timeframe	10 weeks
Unit 1 Overview	<p>This inquiry-based unit focuses on fiction and nonfiction narratives and how writers make sense of the past. The narrative genre helps us figure out who we are and why and how we've shaped that identity. Through selected readings, students will recognize and explore the triumphs and the obstacles that come with growing up and becoming oneself. They will examine the essence of culturally diverse experiences through what the writers include and exclude in their writings. This will allow students to gather knowledge to prepare them to write an expository essay. Students will engage in annotated close readings in order to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis of elements pertinent to this unit of study, such as tone, rhetoric, imagery, symbolism, and theme; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when researching texts and writing an expository essay.</p>
Essential Questions: These establish inquiry to align the unit's assignments and assessments	<ul style="list-style-type: none"> • How is one's identity shaped? • How does one's upbringing, culture, and/or environment impact his/her identity as an American? • How does one manage the differences between the identity (s)he creates and the one society assigns? • How do narratives, both fiction and nonfiction, contribute to our understanding of identity and personal growth? • What insights can be gained by examining culturally diverse experiences through the lens of literature? • How does language, including tone, rhetoric, imagery, symbolism, and theme, influence the meaning and impact of narratives?

<p>Assessment</p>	<p>Summative/Performance Assessments Plan</p> <p>MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade</p> <ol style="list-style-type: none"> Writing Workshop: Expository Essay: Definition or Compare/Contrast: ex: What does it mean to be American? OR How does one's culture impact his/her identity? Compare/contrast at least two different cultural experiences to develop your response.; Rubric , GClassroom Rubric <ol style="list-style-type: none"> SWBAT: Develop a clear and focused thesis statement that addresses the question "What does it mean to be American?" Write a well-organized expository essay that defines this concept by integrating and citing relevant evidence from multiple sources to support their thesis and arguments. OR SWBAT: Develop a clear and focused thesis statement that addresses the question "How does one's culture impact his/her identity?" Write a well-organized compare/contrast essay that uses at least two different cultural experiences to support their thesis, integrating and citing relevant evidence from multiple sources to substantiate their analysis and arguments. SWBAT: Utilize effective sentence structure, word choice, and tone appropriate for a compare/contrast essay. Revise and edit their essay for content, organization, grammar, and mechanics to ensure clarity and precision in their writing. Reflect on their writing process and the development of their ideas to identify strengths and areas for improvement. Performance Assessment: Analysis of short essays, short stories,-- various cultures / American perspectives to align with RL.PP.9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view <ol style="list-style-type: none"> SWBAT: Analyze a particular point of view or cultural experience presented in short essays, short stories, and summer reading texts, identifying how these perspectives reflect various cultures and American experiences. Determine the author's point of view and evaluate how it is portrayed through the use of literary and rhetorical devices. SWBAT: Critically examine and interpret the use of rhetorical devices such as imagery, symbolism, and figurative language in the texts. Analyze how these devices advance the author's point of view and enhance the reader's understanding of different cultural experiences and perspectives. <p>MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 9-10th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> Quizzes Socratic Seminar Presentations Reading Checks Summer Reading Assessment/Essay Expository Essay (*benchmark pre-assessment for writing); Rubric: left twix, right twix <p>PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 9th grade writing skills, speaking and listening skills, and language skills.</p>
<p>Learning Targets</p> <p>These establish objectives to unify the unit's essential questions and assessment targets connected to standards</p>	<p>Reading</p> <p>Theme/Central Idea</p> <p>SWBAT: Identify the central theme or idea of a text and provide an analysis of how it develops over the course of the text.</p> <ul style="list-style-type: none"> Essential Question: How do central themes or ideas develop and evolve throughout a text? <p>SWBAT: Cite strong and relevant textual evidence to support analysis of the theme or central idea.</p> <ul style="list-style-type: none"> Essential Question: How can textual evidence be used to support an analysis of a text's theme or central idea? <p>SWBAT: Analyze thematic connections across multiple works of literature, identifying similarities and differences in how themes are developed and conveyed.</p> <ul style="list-style-type: none"> Essential Question: What thematic connections can be found across different works of literature, and how do authors develop and convey these themes? <p>Making Connections</p> <p>SWBAT: Analyze how characters evolve over the course of a text and how these changes contribute to the development of the theme.</p> <ul style="list-style-type: none"> Essential Question: In what ways do character developments contribute to the overall theme of a text? <p>SWBAT: Analyze the role of conflict in a text and how it drives the plot and the development of the theme.</p> <ul style="list-style-type: none"> Essential Question: How does conflict drive the plot and contribute to the development of the theme in a text? <p>SWBAT: Examine significant events in a text and their impact on characters and the overarching theme.</p> <ul style="list-style-type: none"> Essential Question: How do significant events in a text impact characters and contribute to the overarching theme?

Tone

SWBAT: Analyze how an author's word choice contributes to the tone of a text.

- Essential Question: How does an author's word choice shape the tone of a text?

SWBAT: Evaluate the use of figurative language and its impact on the tone and meaning of a text.

- Essential Question: How does figurative language influence the tone and meaning of a text?

Author Choices/Style

SWBAT: Analyze the structure of an expository essay and evaluate how the organization contributes to the clarity and effectiveness of the argument.

- Essential Question: How does the structure of an expository essay contribute to the clarity and effectiveness of its argument?

SWBAT: Examine an author's stylistic choices and how these choices enhance the strength and persuasiveness of an expository essay.

- Essential Question: In what ways do an author's stylistic choices enhance the strength and persuasiveness of an expository essay?

Point of View

SWBAT: Analyze how personal and cultural perspectives are portrayed through the use of literary and rhetorical devices in a text.

- Essential Question: How do literary and rhetorical devices portray personal and cultural perspectives in a text?

SWBAT: Evaluate the effect of imagery and figurative language on the portrayal of events, setting, and characters.

- Essential Question: What role do imagery and figurative language play in portraying events, setting, and characters in a text?

SWBAT: Analyze how symbolism is used to develop or reflect the theme in a text, particularly in accelerated-level readings.

- Essential Question: How does symbolism develop or reflect the theme in a text?

Writing

SWBAT: Write an extended definition essay or compare/contrast essay drawing on readings from the marking period.

- Essential Question: How do we effectively write an extended definition or compare/contrast essay that draws on textual evidence?

SWBAT: Use mentor texts to analyze the structure of definition or compare/contrast essays.

- Essential Question: What can we learn from mentor texts about the structure of definition or compare/contrast essays?

SWBAT: Use notebook entries to make connections among texts, include a thesis statement, and support their argument with textual evidence.

- Essential Question: How can we use notebook entries to connect ideas among texts and support a thesis statement with textual evidence?

SWBAT: Demonstrate effective use of sentence structure and word choice in their writing.

- Essential Question: How does effective sentence structure and word choice enhance our writing?

SWBAT: Vary their syntax to enhance the clarity and effectiveness of their writing.

- Essential Question: How does varying syntax contribute to the clarity and effectiveness of our writing?

SWBAT: Revise their writing for content, organization, and word choice.

- Essential Question: How does revising for content, organization, and word choice improve the clarity and effectiveness of our writing?

SWBAT: Write, revise, and edit a rough draft for content, organization, grammar, and mechanics.

- Essential Question: Why is the process of writing, revising, and editing important for producing high-quality writing?

SWBAT: Reflect on their writing process and the development of their ideas through portfolio reflections.

- Essential Question: How does reflecting on our writing process and idea development help us improve as writers?

SWBAT: Use evidence from readings to support their literary analysis.

- Essential Question: How can we effectively use evidence from readings to support our literary analysis?

Speaking/Listening

SWBAT: Prepare for discussions by reviewing and understanding Socratic Seminar procedures.

- Essential Question: How do we prepare effectively for a Socratic Seminar to ensure productive discussions?

SWBAT: Listen respectfully to differing viewpoints and set ground rules for discussions.

- Essential Question: Why is it important to listen respectfully to differing viewpoints and establish ground rules in discussions?

SWBAT: Respond to texts and questions thoughtfully during discussions.

- Essential Question: How can we respond thoughtfully to texts and questions to enrich our discussions?

SWBAT: Engage in partner and small-group discussions focused on specific questions or goals.

- Essential Question: How do focused partner and small-group discussions help us deepen our understanding of specific questions or goals?

SWBAT: Scaffold their speaking and listening skills, including questioning texts and peers, and build their ability to analyze connections among characters, events, and conflicts.

- Essential Question: How can we improve our speaking and listening skills to better analyze connections among characters, events, and conflicts?

SWBAT: Participate in full-class Socratic Seminars based on rich texts, cultivating responses to essential questions.

- Essential Question: How do full-class Socratic Seminars based on rich texts help us cultivate thoughtful responses to essential questions?

SWBAT: Consider diverse perspectives, respond thoughtfully to peers, paraphrase and summarize others' ideas, and set individual and group goals for discussions.

	<ul style="list-style-type: none"> • Essential Question: Why is it important to consider diverse perspectives and thoughtfully respond to peers in discussions? <p>Language</p> <p>SWBAT: Demonstrate an understanding of literary devices and figurative language.</p> <ul style="list-style-type: none"> • Essential Question: How do literary devices and figurative language enhance our understanding and interpretation of texts? <p>SWBAT: Use figurative language purposefully in their narrative writing.</p> <ul style="list-style-type: none"> • Essential Question: How can we use figurative language purposefully to enhance our narrative writing? <p>SWBAT: Demonstrate an understanding of dialogue and use it appropriately in their narrative writing.</p> <ul style="list-style-type: none"> • Essential Question: What is the role of dialogue in narrative writing and how can we use it effectively? <p>Unit's Theme</p> <p>SWBAT: Analyze how narratives, both fiction and nonfiction, contribute to the exploration and understanding of identity through character development and personal journeys.</p> <ul style="list-style-type: none"> • Essential Question: What are the defining aspects of identity? <p>SWBAT: Evaluate how societal influences shape individual identity, examining how characters in literature navigate societal expectations and perceptions.</p> <ul style="list-style-type: none"> • Essential Question: How do society's expectations, stereotypes, assumptions, and others' perceptions affect how we see ourselves? <p>SWBAT: Examine how characters in narratives respond to challenges and setbacks, analyzing the ways adversity shapes their identity and resilience.</p> <ul style="list-style-type: none"> • Essential Question: How do life's disappointments and adversity shape identity? <p>SWBAT: Investigate the role of memory in literature and personal narratives, analyzing how memories influence characters' decisions and development.</p> <ul style="list-style-type: none"> • Essential Question: What is the power of memory in shaping people's lives? <p>SWBAT: Evaluate how societal norms and values contribute to conflicts in literature, analyzing the motivations and actions of characters in relation to societal expectations.</p> <ul style="list-style-type: none"> • Essential Question: How do societal values affect conflict? <p>SWBAT: Study mentor texts to identify effective writing strategies and techniques, applying these insights to improve their own writing craft.</p> <ul style="list-style-type: none"> • Essential Question: How can the study of mentor texts teach us about our own writing? <p>SWBAT: Engage in discussions about themes and literary craft, using textual evidence to deepen understanding of literature and connect it to personal experiences and reflections.</p> <ul style="list-style-type: none"> • Essential Question: How do we effectively discuss themes and craft to create better understanding of literature & ourselves? <p>SWBAT: Evaluate personal biases and actively seek to understand and acknowledge diverse perspectives presented in literature and discussions.</p> <ul style="list-style-type: none"> • Essential Question: How do we move beyond personal bias to acknowledge another perspective? <p>SWBAT: Reflect on how exposure to diverse perspectives in literature and discussions shapes their own viewpoints and understanding of the world.</p> <ul style="list-style-type: none"> • Essential Question: How do other perspectives influence our own views? 		
Vocabulary	<p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> 1. Analogy 2. Irony 3. Parenthetical Citation 4. Rhetoric 5. Socratic Seminar 6. Symbolism 7. Theme 8. Tone 	<p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> 1. Abhor 2. Acclimate 3. Alienate 4. Altruistic 5. Augment 6. Benefactor 7. Benevolent 8. Brash 9. Coerce/Coercion 10. Commend 11. Contemplate 12. Covet 13. Depict 14. Deride 15. Diffident 16. Divulge 	<ol style="list-style-type: none"> 41. Nonchalant 42. Omnipotent 43. Omniscient 44. Omnivorous 45. Placid 46. Plod 47. Pretentious 48. Profess 49. Raucous 50. Revel 51. Ruminant 52. Skulk 53. Sneer 54. Solace 55. Sonorous 56. Sophomoric 57. Squander 58. Superficial 59. Temerity

		17. Dwindle 18. Eccentric 19. Escalate 20. Exuberant 21. Exult 22. Flaunt 23. Flippant 24. Fluctuate 25. Gape 26. Garble 27. Grimace 28. Guise 29. Haughty 30. Implore 31. Infuriate 32. Ingenuous 33. Innocuous 34. Insidious 35. Intrinsic 36. Loquacious 37. Malevolent/Malevolence 38. Magnanimous 39. Mortify 40. Muse	60. Vociferous The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability. As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.
Tier 1 Strategies to benefit all learners	<ol style="list-style-type: none"> 1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 		

	<p>20. Incorporating digital literacy skills into the curriculum.</p> <p>21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.</p>
Resources	<p>Short Fiction/Nonfiction – Excerpts <i>Black Boy</i>, <i>War Dances</i>, <i>Ten Little Indians</i>, <i>Blasphemy</i>, <i>Woman Hollering Creek</i>, “My Bondage and My Freedom,” “The Interesting Narrative of ... Olaudah Equiano”; Sojourner Truth; “Daughter of Invention”; “The Story of an Hour”; “Rules of the Game”; “Mother Tongue”; “For the Love of Books”; “Straw into Gold...”; “A Worn Path”</p> <p>Long Fiction/Nonfiction– <i>Fences</i>, <i>The House on Mango Street</i>; <i>Into the Wild</i>; <i>The Joy Luck Club</i>; <i>The Bell Jar</i>; <i>The Secret Life of Bees</i>; <i>The Autobiography of an Ex-Colored Man</i>; <i>Soloist</i>, <i>Catcher in the Rye</i>, <i>The Crucible</i> Exploring Identity During Independent Reading</p> <p>Poetry – Emily Dickinson, Langston Hughes, Sylvia Plath, Anne Sexton, Naomi Shihab Nye, Walt Whitman, “Legal Alien” (Mora), Spoken Word – “Knock, Knock,” “For the Bullied & the Beautiful,” “If I Should Have a Daughter”</p> <p>Suggested Independent Reading options</p> <p>Additional suggested resources</p> <p>*Suggested Mentor Texts</p> <p>Definition: “What is Crime?” by L.M. Friedman; “The Company Man” by E. Goodman and more in <i>Models for Writers</i> p 444-460; “The Optimistic Generation” by K. Willey; “On Being a Cripple” by N. Mairs, &more in <i>Real Essays</i>, p. 765-781</p> <p>Compare/Contrast: “Two Ways to Belong in America” by B. Mukherjee; “The Lean and Hungry Look” by S. Britt; “Who Says a Woman Can’t Be Einstein,” by A. Ripley & more in <i>Models for Writers</i> p 483-516 & <i>Real Essays</i> p. 782-796.</p>
Standards English Language Arts: 9-10 ELA Standards	<p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p> <p>RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> 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 aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>LSS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>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.</p> <p>C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>D. Use a colon to introduce a list or quotation.</p> <p>E. Recognize spelling conventions.</p> <p>L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p> <p>B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>LVL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. 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; how the language of a court opinion differs from that of a newspaper).</p>
Interdisciplinary	Social Studies/History:

<p>Connections & Standards</p> <p>Visual and Performing Arts: Standards</p> <p>Social Studies/History: Standards</p> <p>21st Century Skills, Technology, Career Education: Standards</p>	<ul style="list-style-type: none"> 6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history. <p>Visual and Performing Arts:</p> <ul style="list-style-type: none"> 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work <p>21st Century Skills, Technology, Career Education:</p> <ul style="list-style-type: none"> 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a). 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
<p>Accommodations & Modifications</p>	<p><u>Accommodations and Modifications (Do not remove links)</u></p> <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> Provide supplementary or lengthier texts with higher-level questions Provide enrichment activities Use inquiry-based practices and allow student opportunities to conduct additional research Provide assessment or assignment choices that require more detail and deeper understanding Provide additional questions that prompt extensions of understanding Require research for projects in a specified format Provide assessment choices that require more detail and deeper understanding <p>Special Education Accommodations/Modifications</p> <p>504 Accommodations/Modifications</p> <p>MLL Accommodations/Modifications</p>

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Unit 2: The American Story: Our Literary Identity	
Timeframe	10 weeks
Unit 2 Overview	<p>This inquiry-based unit focuses on the literary identities that were forged in American history, but still resonate in contemporary society. Students will study Native American myth, Puritanism, slave narratives, the Gothic tradition, Transcendentalism, American humor, and the Harlem Renaissance to discover how America's identity was created and how it has evolved. Students will engage in annotated close reading of a variety of fiction and nonfiction to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis of elements pertinent to this unit of study, such as conflict, diction, tone, mood, structure, and/or theme; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of</p>

	<p>language to expand their vocabulary; and write regularly in Writer’s Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when researching texts and creating a literary analysis.</p>
<p>Essential Questions:</p> <p>These establish inquiry to align the unit’s assignments and assessments</p>	<ul style="list-style-type: none"> • What has shaped the creation and evolution of American identity and American literature? • What impact does the historical, cultural, geographical, and social context have on a literary piece and on the reactions of readers to it? How does genre reflect American society? • How do the values of our past influence society and literature today? • How have literary movements and traditions shaped America’s cultural identity over time? • What recurring themes and conflicts emerge from the study of American literary identities? • How does language, including diction, tone, mood, structure, and theme, reflect and contribute to the evolution of American literary identities?
<p>Assessment</p>	<p>Summative/Performance Assessment Plan</p> <p>MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade</p> <ol style="list-style-type: none"> 1. Literary Analysis: character as it conveys/develops theme; RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. - Rubric <ol style="list-style-type: none"> a. SWBAT: Write a literary analysis that examines how an author develops ideas throughout a text and will evaluate how authors use character traits, interactions, and narrative techniques to deepen thematic exploration and enhance the overall meaning of the text. b. SWBAT: Analyze the development of complex characters with multiple or conflicting motivations in a literary text, identifying how these characters interact with others, advance the plot, and contribute to the exploration and development of themes. 2. Inquiry-based Performance Assessment: *Must align with standard RL.MF.9–10.6. Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively). S/L Rubric <ol style="list-style-type: none"> a. SWBAT: Analyze, integrate, and evaluate multiple interpretations of a single text vary based on format and perspective, and assess their impact on understanding the text’s themes and messages. b. SWBAT: Critically evaluate the effectiveness of different interpretations of a text presented in various formats, considering how each format influences the portrayal of characters, themes, and plot elements. Students will compare and contrast these interpretations to deepen their understanding of the text and its significance across different mediums. <p>MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 9-10th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> 1. Quizzes 2. Socratic Seminar 3. Presentations 4. Reading Checks <p>PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 9th grade writing skills, speaking and listening skills, and language skills.</p>
<p>Learning Targets</p> <p>These establish objectives to unify the unit’s essential questions and assessment targets connected to standards</p>	<p><u>Reading</u></p> <p>SWBAT Analyze how historical context influences the themes, characters, and plot of a literary work.</p> <ul style="list-style-type: none"> • Essential Question: Why is historical context important in studying literature? <p>SWBAT Evaluate how the organizational structure of a text contributes to its meaning and effectiveness.</p> <ul style="list-style-type: none"> • Essential Question: How can a text’s organizational structure help convey a speaker’s meaning? <p>SWBAT Compare and contrast how different authors develop similar themes in their works.</p> <ul style="list-style-type: none"> • Essential Question: How are similar themes developed by different authors? <p>SWBAT Analyze how authors use characters to reflect and critique societal conflicts.</p>

	<ul style="list-style-type: none"> • Essential Question: How do authors use characters to illuminate conflicts in society? <p>SWBAT Trace the evolution of societal values through different periods of literature.</p> <ul style="list-style-type: none"> • Essential Question: How is the evolution of societal values conveyed in literature? <p>SWBAT Recognize and evaluate perspectives different from their own in literary analysis and discussion.</p> <ul style="list-style-type: none"> • Essential Question: How do we move beyond personal bias to acknowledge another perspective? <p><u>Writing</u></p> <p>SWBAT Determine how an author's purpose influences their writing style.</p> <ul style="list-style-type: none"> • Essential Question: How is writing style influenced by purpose? <p>SWBAT Assess the impact of different structural choices on the effectiveness of a written piece.</p> <ul style="list-style-type: none"> • Essential Question: What is the importance of structure in writing? <p>SWBAT Utilize the stages of the writing process to enhance the quality of their writing.</p> <ul style="list-style-type: none"> • Essential Question: How does engaging in the writing process improve the quality of writing overall? <p>SWBAT Employ specific language, diction, and imagery to create mood and tone in their writing.</p> <ul style="list-style-type: none"> • Essential Question: How does a writer use specific language/diction/imagery to convey mood and tone? <p>SWBAT Vary sentence structure to enhance the tone and readability of their writing.</p> <ul style="list-style-type: none"> • Essential Question: How can I vary sentence structure and how does such variety contribute to tone? <p><u>Speaking & Listening</u></p> <p>SWBAT Engage in discussions about themes and craft to deepen understanding of literature and self.</p> <ul style="list-style-type: none"> • Essential Question: How do we effectively discuss themes and craft to create better understanding of literature & ourselves? <p>SWBAT Reflect on how exposure to different perspectives can shape and refine their own views.</p> <ul style="list-style-type: none"> • Essential Question: How do other perspectives influence our own views? <p><u>Language</u></p> <p>SWBAT Analyze how an author's word choice affects the overall message of their writing.</p> <ul style="list-style-type: none"> • Essential Question: How does word choice affect a writer's message? <p>SWBAT Identify and evaluate the use of rhetorical devices in supporting an author's message.</p> <ul style="list-style-type: none"> • Essential Question: How are rhetorical devices used to support an author's message? <p><u>Unit's Theme</u></p> <p>SWBAT Analyze the factors that have shaped the creation and evolution of American identity and American literature.</p> <ul style="list-style-type: none"> • Essential Question: What has shaped the creation and evolution of American identity and American literature? <p>SWBAT Evaluate the impact of historical, cultural, geographical, and social contexts on a literary piece and on the reactions of readers.</p> <ul style="list-style-type: none"> • Essential Question: What impact does the historical, cultural, geographical, and social context have on a literary piece and on the reactions of readers to it? <p>SWBAT Examine how different literary genres reflect American society.</p> <ul style="list-style-type: none"> • Essential Question: How does genre reflect American society? <p>SWBAT Discuss how the values of past societies influence contemporary society and literature.</p> <ul style="list-style-type: none"> • Essential Question: How do the values of our past influence society and literature today? <p>SWBAT Trace how various literary movements and traditions have shaped America's cultural identity over time.</p> <ul style="list-style-type: none"> • Essential Question: How have literary movements and traditions shaped America's cultural identity over time? <p>SWBAT Identify and analyze recurring themes and conflicts that emerge from the study of American literary identities.</p> <ul style="list-style-type: none"> • Essential Question: What recurring themes and conflicts emerge from the study of American literary identities? <p>SWBAT Investigate how language elements such as diction, tone, mood, structure, and theme reflect and contribute to the evolution of American literary identities.</p> <ul style="list-style-type: none"> • Essential Question: How does language, including diction, tone, mood, structure, and theme, reflect and contribute to the evolution of American literary identities? 		
Vocabulary	Discipline-specific vocabulary used throughout the unit:	Content-specific vocabulary students may learn during reading: 1. Adulterate	41. Orient 42. Perpetuate 43. Persevere

	<ol style="list-style-type: none"> 1. ambiguity 2. Archetype 3. Diction 4. Gothic 5. literary analysis 6. Mood 7. Puritanism 8. Tone 9. Transcendentalism <p><u>Vocab graphic organizers</u></p>	<ol style="list-style-type: none"> 2. Ascertain 3. Calamity 4. Capricious 5. Cogent 6. Compatible 7. Compunction 8. Concurrent 9. Contemporary 10. Crestfallen 11. Cursory 12. Dearth 13. Decipher 14. Detract 15. Discern/Discerning 16. Discriminating 17. Droll 18. Elucidate 19. Endemic 20. Esteem 21. Evoke 22. Exemplify 23. Exemplary 24. Explicit 25. Exhaustive 26. Extant 27. Formulate 28. Grotesque 29. Indelible 30. Indomitable 31. Inveterate 32. Keen 33. Loll 34. Methodical 35. Meticulous 36. Multifarious 37. Niche 38. Nostalgia 39. Obscure 40. Ominous 	<ol style="list-style-type: none"> 44. Precedent 45. Predominant 46. Prevalent 47. Quintessence 48. Respite 49. Revitalize 50. Sojourn 51. Somber 52. Squalid 53. Stark 54. Stipulate 55. Subsequent 56. Transcend 57. Traumatic 58. Trenchant 59. Vanguard 60. Viable <p>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</p> <p>As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.</p>
Tier 1 Strategies to benefit all learners	<ol style="list-style-type: none"> 1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 		

	<ol style="list-style-type: none"> 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.
Resources	<p>Short Fiction/Nonfiction – <i>various selections from Native American mythology & literature</i> (Chief Joseph, S. Alexie), captivity narratives (Rowlandson); the Puritan perspective (Bradstreet, Taylor, Edwards); <i>slave narratives and selections from the Harlem Renaissance</i> (Equiano, Truth, Douglass); <i>American Gothic – roots of Romanticism and Dark Romanticism</i> (Irving, Hawthorne, Poe, O'Connor, Oates, Faulkner, Jackson); <i>American Humor</i> (Franklin, Twain, Thurber, Bryson; selections from The Onion); <i>Transcendentalism</i> (Thoreau, Emerson)</p> <p>Long Fiction/Nonfiction– <i>The Crucible; The Scarlet Letter; Fences; A Raisin in the Sun; A Streetcar Named Desire; Into the Wild; A Farewell to Arms; excerpts from The Comic Tradition in America: An Anthology of American Humor</i></p> <p>Poetry – Emily Dickinson, Langston Hughes, Walt Whitman, Spoken Word</p> <p>Click here for Seminar Resources Click here for suggested texts.</p> <p>Supplementary resources relative to context or themes in the short stories: NYTimes Common Lit Actively Learn Suggested Independent Reading Options</p>
Standards	<p>Reading RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text. RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p>
English Language Arts: 9-10 ELA Standards 11-12 ELA Standards	

RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.MF.9–10.6. **Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).**

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

Writing

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

- 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.
- Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
- 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.
- 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.
- Provide a concluding paragraph or section that supports the argument presented.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9–10.7. 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.

Speaking and Listening

SL.PE.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.

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

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

SL.ES.9–10.3. **Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.**

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

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




	<p><u>Language</u></p> <p>LSS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. D. Use a colon to introduce a list or quotation. E. Recognize spelling conventions. <p>LKL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <p>LVL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. 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). D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>LVI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. 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; how the language of a court opinion differs from that of a newspaper).
<p>Interdisciplinary Connections & Standards</p> <p>Visual and Performing Arts: Standards</p> <p>Social Studies/History: Standards</p> <p>21st Century</p>	<p>Social Studies/History:</p> <ul style="list-style-type: none"> • 6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history. <p>Visual and Performing Arts:</p> <ul style="list-style-type: none"> • 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.

Skills, Technology, Career Education: Standards	
Accommodations & Modifications	<p><u>Accommodations and Modifications (Do not remove links)</u></p> <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> • Provide supplementary or lengthier texts with higher-level questions • Provide enrichment activities • Use inquiry-based practices and allow student opportunities to conduct additional research • Provide assessment or assignment choices that require more detail and deeper understanding • Provide additional questions that prompt extensions of understanding • Require research for projects in a specified format • Provide assessment choices that require more detail and deeper understanding <p><u>Special Education Accommodations/Modifications</u></p> <p><u>504 Accommodations/Modifications</u></p> <p><u>MLL Accommodations/Modifications</u></p>

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Unit 3: Argument & The American Dream

Timeframe	10 weeks
Unit 3 Overview	<p>This inquiry-based unit focuses on the relationship between success and the American Dream and explores the extent to which the definition of success is reliant on culture, environment, experience, and perspective. Students will study and analyze non-fiction and argument texts, including historical documents, engaging in annotated close readings of these texts in order to continue to build critical reading skills, understand the American Dream, and prepare to write an argument research paper. Students will also complete an independent reading assignment that requires analysis of argument, specifically assessing the evidence on two sides of an argument; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when researching texts and writing an argument research paper.</p>
<p>Essential Questions:</p> <p>These establish inquiry to align the unit's assignments and assessments</p>	<ul style="list-style-type: none"> • How do we define success and the American Dream? • How is success linked to the pursuit of happiness? • How do authors use rhetoric to convey their version of the American Dream? • How can one achieve the American Dream? • How can writing be used (or how do authors use argument) to effect change? • How does culture, society, or environment shape or define an individual's pursuit of happiness? • How does the concept of the American Dream evolve across different cultures, environments, and individual experiences, and in what ways does this evolution impact the definition of success? • In what ways do historical documents and contemporary non-fiction texts present and argue different perspectives on the American Dream,

	and how can critical reading and analysis of these texts enhance our understanding of success?
Assessment	<p>Summative/Performance Assessments Plan</p> <p>MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade</p> <ol style="list-style-type: none"> 1. Writing Workshop: Argument Writing: problem/solution with analysis & evaluation of two different solutions; on current topics in the community or societal issues in literature; possible topics (TC); research paper checklist (TC) <ol style="list-style-type: none"> a. SWBAT construct a coherent and well-structured argumentative essay that identifies a current community or societal issue presented in literature, clearly articulates the problem, and evaluates two distinct solutions, providing evidence from the text and credible external sources to support their analysis. b. SWBAT critically analyze and compare the effectiveness of two proposed solutions to a current community or societal issue found in literature, assessing the potential impact and feasibility of each solution through detailed evaluation and synthesis of textual evidence and real-world examples. 2. Inquiry-Based Performance Assessment: ex: analysis of speeches for elements of argument to prepare for argument, including seminal works in US history & TED Talks to align with RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. <ol style="list-style-type: none"> a. SWBAT describe and evaluate the arguments and specific claims made in seminal works of U.S. history and contemporary TED Talks, assessing the validity of the reasoning and the relevance and sufficiency of the evidence presented, and identifying any false statements or reasoning. b. SWBAT critically analyze and identify false statements and flawed reasoning in both historical and contemporary speeches, providing a thorough evaluation of the overall argument's effectiveness and the quality of the evidence used to support the claims. <p>MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 9-10th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> 1. Quizzes 2. Socratic Seminar 3. Presentations 4. Reading Checks <p>PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 9th grade writing skills, speaking and listening skills, and language skills.</p> <ul style="list-style-type: none"> •  RI.CT.9–10.8. Climate Change Example: Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. •  W.WR.9–10.5. Climate Change Example: Students may use relevant scientific and related informational texts to research the local effects of climate change on the local economy. •  SL.UM.9–10.5. Climate Change Example: Students may use multiple forms of digital media to explain why distribution and sustainability of natural resources might be a source of conflict in the United States and in other nations
Learning Targets	<p><u>Reading</u></p> <p>SWBAT: Analyze the techniques and strategies an author uses to construct an effective argument.</p>

These establish objectives to unify the unit's essential questions and assessment targets connected to standards	<ul style="list-style-type: none">● Essential Question: How does an author construct an argument that will influence his/her reader? SWBAT: Identify and extract relevant evidence from texts to support claims in their writing.		
	<ul style="list-style-type: none">● Essential Question: How do we closely read our sources to extract evidence for our claims? SWBAT: Examine and interpret how early nonfiction texts depict the ideals of the American Dream.		
	<ul style="list-style-type: none">● Essential Question: How do the ideals of the American Dream emerge in early nonfiction? SWBAT: Critically assess sources to determine their credibility and relevance to the topic at hand.		
	<ul style="list-style-type: none">● Essential Question: How do we evaluate sources for credibility and relevance? SWBAT: Identify and analyze the use of rhetorical devices in texts and explain how they support the author's claim.		
	<ul style="list-style-type: none">● Essential Question: How are rhetorical devices used to support an author's claim? <u>Writing</u>		
	SWBAT: Develop and organize a coherent argument supported by relevant evidence and sound reasoning.		
	<ul style="list-style-type: none">● Essential Question: How do we construct an argument? SWBAT: Integrate information from multiple sources into a cohesive and well-supported essay.		
	<ul style="list-style-type: none">● Essential Question: How do we incorporate multiple sources into an essay? SWBAT: Apply parallel structure in their writing to improve flow and coherence.		
	<ul style="list-style-type: none">● Essential Question: How can parallel structure make my writing flow better? SWBAT: Use a variety of sentence structures in their writing and explain how this variety enhances tone and readability.		
	<ul style="list-style-type: none">● Essential Question: How can I vary sentence structure, and how does such variety contribute to tone? <u>Speaking & Listening</u>		
SWBAT: Assess a speech based on criteria such as clarity, evidence, emotional appeal, and rhetorical devices.			
<ul style="list-style-type: none">● Essential Question: How do we evaluate the effectiveness of a speech? SWBAT: Engage in discussions that dissect and analyze the components of an argument to understand its construction.			
<ul style="list-style-type: none">● Essential Question: How do we effectively discuss an argument to better understand how it's crafted? SWBAT: Recognize and evaluate personal biases while considering and acknowledging alternative perspectives.			
<ul style="list-style-type: none">● Essential Question: How do we move beyond personal bias to acknowledge another perspective? SWBAT: Reflect on how exposure to different perspectives can shape and influence their own viewpoints.			
<ul style="list-style-type: none">● Essential Question: How do other perspectives influence our own views? SWBAT: Participate in discussions and analyses that broaden their understanding and deepen their critical thinking skills.			
<ul style="list-style-type: none">● Essential Question: How can we expand our thinking through discussion and analysis? <u>Language</u>			
SWBAT: Evaluate the key components that contribute to the effectiveness of an argument, such as evidence, logic, and rhetorical strategies.			
<ul style="list-style-type: none">● Essential Question: What makes an argument effective? SWBAT: Analyze and compare different perspectives on an issue, considering the strengths and weaknesses of each side.			
<ul style="list-style-type: none">● Essential Question: How do we assess two sides of an issue?			
Vocabulary	Discipline-specific vocabulary used throughout the unit: 1. Allusion 2. Analogy 3. Characterization 4. connotation/denotation 5. Motifs 6. parenthetical citations 7. persuasive appeals (ethos, pathos, logos) 8. rhetorical devices (ex. anaphora, antithesis, parallelism, repetition,	Content-specific vocabulary students may learn during reading: 1. Alacrity 2. Allocate 3. Ambivalent 4. Aspire 5. Assent 6. Asset 7. Assiduous 8. Attainment 9. Charisma 10. Clandestine	41. Quandary 42. Redress 43. Redundant 44. Reiterate 45. Relentless 46. Remiss 47. Renegade 48. Renounce 49. Reputable 50. Retribution 51. Scrupulous 52. Scrutiny 53. Speculate

	etc.) 9. Rebuttal 10. Symbolism 11. thesis	11. Comprise 12. Conclusive 13. Concur 14. Condescend 15. Conducive 16. Conversely 17. Copious 18. Corroborate 19. Craven 20. Deviate 21. Digress 22. Discrepancy 23. dissent/ dissension 24. Duress 25. Explicate 26. Extraneous 27. Facsimile 28. Feasible 29. Fortitude 30. Hackneyed 31. Implausible 32. Jeopardize 33. Misconstrue 34. Nullify 35. Obsolete 36. Platitude 37. Pragmatic 38. Prowess 39. Punitive 40. Qualm	54. Stultify 55. Tangible 56. Tentative 57. Venture 58. Verbatim 59. Vivacious 60. Whet <p>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</p> <p>As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.</p>
Tier 1 Strategies to benefit all learners	1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words.		

	<p>16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students.</p> <p>17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment.</p> <p>18. Building a classroom culture that encourages risk-taking, collaboration, and respect.</p> <p>19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning.</p> <p>20. Incorporating digital literacy skills into the curriculum.</p> <p>21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.</p>
Resources	<p><u>Suggested Independent Reading Options</u></p> <p>Short Fiction/Nonfiction – “Winter Dreams” (Fitzgerald), “The Turtle” excerpt from <i>Grapes of Wrath</i>, “Speech to the Virginia Convention” (Henry), “Declaration of Independence,” from <i>The American Crisis</i>, <i>Common Sense</i> (Paine), excerpts from Benjamin Franklin’s autobiography, JFK’s Inaugural Address, “American Dream” from <i>Identities and Issues in Literature</i> (see curriculum document for additional texts); The American Dream: A Biography (<i>Time Magazine</i>)</p> <p>Long Fiction/Nonfiction– <i>The Great Gatsby</i>, <i>The Death of a Salesman</i>, <i>Of Mice and Men</i>” Independent Reading Options (see curriculum document for suggestions)</p> <p>Poetry – “The New Colossus” (Lazarus), “We Wear the Mask” (Dunbar), “Richard Cory” (Robinson), “Dust Bowl Blues” (Guthrie), “I Hear America Singing” paired with “I, too, Sing America”</p> <p>Multimedia – clips from <i>The Pursuit of Happyness</i>, <i>Kingfisher</i>, <i>Pleasantville</i>, and/or <i>The Soloist</i></p>
Standards	<p>Reading</p> <p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)</p> <p>RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.</p> <p>RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.</p> <p><u>Writing</u></p> <p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</p> <ol style="list-style-type: none"> 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. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns. 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. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic

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writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. 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.

Speaking and Listening

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

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

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

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

Language

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<p>Interdisciplinary Connections & Standards</p> <p>Visual and Performing Arts: Standards</p> <p>Social Studies/History: Standards</p> <p>21st Century Skills, Technology, Career Education: Standards</p>	<p>Social Studies/History:</p> <ul style="list-style-type: none"> 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information. <p>Career Readiness, Life Literacies, and Key Skills:</p> <ul style="list-style-type: none"> 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
<p>Accommodations & Modifications</p>	<p><u>Accommodations and Modifications (Do not remove links)</u></p> <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> Provide supplementary or lengthier texts with higher-level questions Provide enrichment activities Use inquiry-based practices and allow student opportunities to conduct additional research Provide assessment or assignment choices that require more detail and deeper understanding Provide additional questions that prompt extensions of understanding Require research for projects in a specified format Provide assessment choices that require more detail and deeper understanding <p>Special Education Accommodations/Modifications</p> <p>504 Accommodations/Modifications</p> <p>MLL Accommodations/Modifications</p>

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Unit 4: The American Dream vs. Reality	
Timeframe	10 weeks
Unit 4 Overview	This inquiry-based unit builds on success and the American Dream by exploring whether or not the American Dream is a viable reality for Americans and immigrants. Students will closely read, annotate, and analyze fiction and nonfiction texts in order to refine critical reading and higher thinking skills. Text selections will also engage students in an examination of the American Dream, particularly in how its development and evolution is connected to or challenged by the realities Americans have faced. Students will also explore these ideas in an independent reading assignment that

	<p>requires annotation and analysis as well as in researching and composing a historical narrative. In addition, students will participate in collaborative activities, including Socratic Seminar discussions, to analyze texts and refine speaking and listening skills; investigate meanings and the use of language to expand their vocabularies; and write regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when writing a historical narrative.</p>
<p>Essential Questions:</p> <p>These establish inquiry to align the unit's assignments and assessments</p>	<ul style="list-style-type: none"> • How does one achieve the American Dream? • In what ways does the American Dream mean different things for different people? • How does one's background, environment, and/or opportunities affect his/her ability to achieve the American Dream? • Why do some people achieve the Dream when others do not? • How can a dream deferred affect a person? • How has the concept of the American Dream evolved over time, and what factors have influenced its changes? • In what ways do fiction and nonfiction texts portray the successes and challenges of achieving the American Dream for different groups of people? • Is the American Dream attainable for all people in contemporary society? Why or why not?
<p>Assessment</p>	<p>Summative/Performance Assessments Plan</p> <p>MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade</p> <ol style="list-style-type: none"> 1. Writing Workshop: Historical Narrative <ol style="list-style-type: none"> a. SWBAT analyze and interpret historical and contemporary texts to understand the evolution of the American Dream. Students will identify key factors that have influenced changes in the concept of the American Dream over time, such as social, economic, and political events, and incorporate this analysis into their historical narratives. b. SWBAT construct a historical narrative that effectively integrates multiple perspectives and voices to portray the diverse experiences of individuals or groups in relation to the American Dream. Students will use narrative techniques such as dialogue, pacing, and description to develop characters and convey the complexities of their experiences, reflecting on how different groups have encountered successes and challenges in achieving the American Dream. 2. Inquiry-based Performance Assessment: *Must align with standards RLCT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts. <ol style="list-style-type: none"> a. SWBAT evaluate how both fiction and nonfiction texts portray the successes and challenges of achieving the American Dream for various groups, and critically assess its attainability in contemporary society. Students will compare and contrast different perspectives on the American Dream as presented in the texts studied, and effectively argue their stance on whether the American Dream is attainable for all people today, providing evidence from their readings to support their perspective. b. SWBAT analyze how authors draw on and transform source material to develop themes related to the American Dream. Students will examine how historical and contemporary authors incorporate and adapt themes from historical texts, mythology, or religious texts to explore the evolution of the American Dream. <p>MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 9-10th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> 1. Quizzes 2. Socratic Seminar 3. Presentations 4. Reading Checks

	<p>PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 9th grade writing skills, speaking and listening skills, and language skills.</p>		
<p>Learning Targets</p> <p>These establish objectives to unify the unit's essential questions and assessment targets connected to standards</p>	<p><u>Reading</u></p> <p>SWBAT: Annotate a text with purpose by identifying key elements such as themes, literary devices, and character development.</p> <ul style="list-style-type: none"> • Essential Question: How can we annotate a text with purpose? <p>SWBAT: Analyze how the author introduces and develops conflict within a narrative.</p> <ul style="list-style-type: none"> • Essential Question: How does the author introduce and develop conflict? <p>SWBAT: Examine how characters reveal themes or big ideas within a text.</p> <ul style="list-style-type: none"> • Essential Question: How do characters reveal theme or big ideas? <p>SWBAT: Identify and analyze the historically accurate elements woven into a piece of fiction.</p> <ul style="list-style-type: none"> • Essential Question: How does an author weave historically accurate elements into a piece of fiction? <p>SWBAT: Evaluate how historical context affects a piece of writing.</p> <ul style="list-style-type: none"> • Essential Question: How does historical context affect a piece of writing? <p>SWBAT: Explore how multiple perspectives can enhance understanding of an idea.</p> <ul style="list-style-type: none"> • Essential Question: How can multiple perspectives enhance our understanding of an idea? <p><u>Writing</u></p> <p>SWBAT: Incorporate a historical time period into their writing in subtle and effective ways.</p> <ul style="list-style-type: none"> • Essential Question: How can we incorporate a historical time period in subtle ways? <p>SWBAT: Balance the elements of fiction and non-fiction in a historical narrative.</p> <ul style="list-style-type: none"> • Essential Question: How do we balance the fiction & non-fiction elements of historical narrative? <p>SWBAT: Integrate research seamlessly into narrative writing.</p> <ul style="list-style-type: none"> • Essential Question: How do we incorporate research into narrative? <p>SWBAT: Use a variety of sentence structures to enhance tone and readability.</p> <ul style="list-style-type: none"> • Essential Question: How can I vary sentence structure & how does such variety contribute to tone? <p>SWBAT: Apply parallel structure to improve the flow and coherence of their writing.</p> <ul style="list-style-type: none"> • Essential Question: How can parallel structure make my writing flow better? <p><u>Speaking and Listening</u></p> <p>SWBAT: Move beyond personal bias to acknowledge and understand another perspective during discussions.</p> <ul style="list-style-type: none"> • Essential Question: How do we move beyond personal bias to acknowledge another perspective? <p>SWBAT: Reflect on how personal experiences influence their views and how they contribute to discussions.</p> <ul style="list-style-type: none"> • Essential Question: How do our personal experiences influence our own views? <p>SWBAT: Participate in discussions and analyses to expand their thinking and deepen understanding.</p> <ul style="list-style-type: none"> • Essential Question: How can we expand our thinking through discussion and analysis? <p><u>Language</u></p> <p>SWBAT: Make connections to better understand and retain new vocabulary.</p> <ul style="list-style-type: none"> • Essential Question: How can making connections help me better understand new vocabulary? 		
Vocabulary	<p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> 1. Analogy 2. free verse 3. Imagery 4. Metaphor 5. Point-of-view 	<p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> 1. Acquiesce 2. Allure 3. Amend 4. Animosity 5. Antipathy 	<ol style="list-style-type: none"> 41. Quest 42. Rampant 43. Receptive 44. Recession 45. Reprehensible 46. Repress 47. Rescind 48. Spontaneous

	<ul style="list-style-type: none"> 6. Style 7. Synecdoche 8. Tone 9. Voice 	<ul style="list-style-type: none"> 6. Apathy 7. Applicable 8. Artifice 9. Assimilation 10. Attribute 11. August 12. Averse 13. Bellicose 14. Belligerent 15. Chagrin 16. Clemency 17. Complacent 18. Comprehensive 19. Constitute 20. Contentious 21. Defamation 22. Demise 23. Disparage 24. Disreputable 25. Dissonant 26. Duplicity 27. Empathy 28. Engross 29. Extirpate 30. Impetus 31. Implacable 32. Inequity 33. Nondescript 34. Opponent 35. Pacify 36. Paradox 37. Placate 38. Premeditated 39. Pretext 40. Quell 	<ul style="list-style-type: none"> 49. Stately 50. Subjective 51. Succumb 52. Suffice 53. Supercilious 54. Suppress 55. Tacit 56. Turbulent 57. Unfeigned 58. Venal 59. Xenophobia/Xenophobic 60. Zeal/Zelous <p>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</p> <p>As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.</p>
<p>Tier 1 Strategies to benefit all learners</p>	<ul style="list-style-type: none"> 1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve 		

	<p>comprehension.</p> <ol style="list-style-type: none"> 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.
Resources	<p>Short Fiction/Nonfiction – “Sonny’s Blues,” excerpts from Thoreau & Emerson (p 360-398), excerpts from <i>Immigrant Voices, Volume 2</i>, selections from <i>This I Believe I & II</i>, including “Do What You Love” (Hawk); “A Duty to Family, Heritage and Country” (Yu); “The Right to Fail” (Zinsser)</p> <p>Long Fiction/Nonfiction– <i>The Great Gatsby, A Raisin in the Sun, The Crucible, Death of a Salesman, Of Mice & Men, The Joy Luck Club, The Glass Menagerie, Streetcar Named Desire, Fences, The Piano Lesson, Into the Wild</i>; see curriculum document for comprehensive independent reading list</p> <p>Multimedia Texts: “What happened to the American Dream” (ABC News); “Is the American Dream Still Alive?,” “Famous Failures,” “8 Secrets of Success” (TED Talk)</p> <p>Poetry – “A Dream Deferred” (Hughes), Social Commentary poems (p 1348-1353), “Success is Counted Sweetest” (Dickinson), “Ex-Basketball Player” (Updike), “Dream Deferred” (Hughes)</p> <p>Suggested Independent Reading Options</p>
Standards English Language Arts: 9-10 ELA Standards 11-12 ELA Standards	<p>Reading</p> <p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p>RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p> <p>RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.</p>

Writing

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.9–10.7. 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.

Speaking and Listening

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

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

Language

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

	<p>C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>LVI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. 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; how the language of a court opinion differs from that of a newspaper).</p>
<p>Interdisciplinary Connections & Standards</p> <p>Visual and Performing Arts: Standards</p> <p>Social Studies/History: Standards</p> <p>21st Century Skills, Technology, Career Education: Standards</p>	<p>Visual and Performing Arts:</p> <ul style="list-style-type: none"> 1.4.12adv.Re7a: Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work. 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work. 1.4.12acc.Re9a: Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work. 1.4.12acc.Cn11b: Explore how personal beliefs and biases can affect the interpretation of data applied in devised or scripted theatre work.
Accommodations & Modifications	<p><u>Accommodations and Modifications (Do not remove links)</u></p> <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> Provide supplementary or lengthier texts with higher-level questions Provide enrichment activities Use inquiry-based practices and allow student opportunities to conduct additional research Provide assessment or assignment choices that require more detail and deeper understanding Provide additional questions that prompt extensions of understanding Require research for projects in a specified format Provide assessment choices that require more detail and deeper understanding <p>Special Education Accommodations/Modifications</p> <p>504 Accommodations/Modifications</p> <p>MLL Accommodations/Modifications</p>

