

## 10th Honors Curriculum updated Summer 2024

### Grade 10: Honors

#### Black Horse Pike Regional School District English Language Arts Curriculum

[Grading Policy](#) (link)

### COURSE SYLLABUS




#### Overall Course Description:

**Prerequisite:** Successful completion of 75% or better in English I Honors. Students not previously enrolled in Honors can request a move up in placement if they have earned a 90% or better in the Accelerated-level course. Summer reading assignments are required.

This is the second step in a four-year program for highly-talented students. Teacher recommendation, appropriate achievement in English, and interviews with the English staff will be used to accept applying students if they have not completed English Honors I.

Extensive composition and formal writing will be required. The literature study will involve the central themes of United States literature. Supplementary work requires independent acquisition of vocabulary knowledge; understanding and application of grammatical conventions; and establishment of sound academic habits and strong study skills. Students will be expected to work diligently to complete course requirements and personally derived goals. Assignments and projects in the summer and as culminating activities throughout the year are required.

Units	Timeframe	Focus Standards:	
<a href="#">Unit 1:</a> A Gathering of Voices that Still Sound (Literature of and about early America)	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
<a href="#">Unit 2:</a> A Growing Nation (Literature of the American Renaissance)	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>Speaking and Listening</u> SL.II.9–10.2 SL.ES.9–10.3  <u>Language</u> L.KL.9–10.2

		<u>Writing</u> W.AW.9–10.1	LVL.9–10.3 LVI.9–10.4
<u>Unit 3:</u> Catalysts for Change (Literature of the Civil War through the Modern Age)	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 RI.PP.9–10.5 RI.MF.9–10.6 RI.AA.9–10.7  <u>Writing</u> W.AW.9–10.1 W.WR.9–10.5  W.SE.9–10.6	<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  <u>Language</u> L.SS.9–10.1 L.KL.9–10.2
<u>Unit 4:</u> New Voices, New Frontiers	Approximately 10 weeks (April - June)	<u>Reading</u> RL.CI.9–10.2 RI.CI.9–10.2 RL.IT.9–10.3 RI.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.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: A Gathering of Voices that Still Sound (Literature of and about early America)	
Timeframe	10 weeks
Unit 1 Overview	<p>This inquiry-based unit focuses on fiction and nonfiction literature and how writers characterize what motivates early Americans and how those motivations are still prevalent in today's society.. Through selected readings, students will recognize and explore the internal and external conflicts that have contributed to the motivations behind various American cultures. Students 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 a literary analysis. 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</p>

	expository essay.
<b>Essential Questions:</b>  These establish inquiry to align the unit's assignments and assessments	<ul style="list-style-type: none"> <li>• What has shaped the creation and evolution of American identity and American literature?</li> <li>• What impact does historical, cultural, geographical, and social context have on a literary piece and on the reactions of readers to it?</li> <li>• How does genre reflect American society?</li> <li>• How do the values of our past influence society and literature today?</li> </ul>
<b>Assessment</b>	<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"> <li>1. Writing Workshop (20%): Expository Essay: SWBAT demonstrate an understanding of culturally diverse experiences by analyzing how writers include or exclude specific aspects of American life, explaining how these choices impact the reader's perception of cultural identity and motivations. Possible choices:             <ol style="list-style-type: none"> <li>a. Conflict Analysis Essay: Students will write an essay that explores how a particular internal or external conflict in the text reflects the motivations behind early American culture and how this conflict remains relevant in contemporary society.</li> <li>b. Cultural Identity Essay: Students will analyze how a writer's portrayal of cultural diversity—what is emphasized or omitted—shapes the reader's understanding of American cultural motivations and values.</li> <li>c. Motivations Across Time: Students will trace a particular motivation (e.g., ambition, freedom, survival) throughout a piece of literature, examining how it is depicted through various conflicts and relating it to modern-day examples.</li> </ol> </li> <li>2. Inquiry-based Performance Assessment (20%): Analysis of the whole-class independent reading selection/Socratic Seminar. SWBAT analyze literary and non-fiction texts in a collaborative discussion format, examining motivations and conflicts in American culture. Possible assignment guidelines:             <ol style="list-style-type: none"> <li>a. Seminar Question Preparation: Students will prepare by crafting questions that explore the motivations behind key conflicts in the text, considering how these conflicts represent broader societal issues of the time.</li> <li>b. Cultural Reflection Seminar: Students will lead a discussion on how diverse cultural experiences are depicted in the texts, encouraging peers to explore how inclusions and exclusions of certain narratives shape American identity.</li> <li>c. Post-Seminar Reflection Essay: After the seminar, students will write an essay reflecting on how the discussion deepened their understanding of the text, incorporating ideas from peers and evaluating how conflicts from the past mirror current cultural debates</li> </ol> </li> </ol> <p>Benchmark Pre-Assessment for Reading: Fiction and Nonfiction text</p> <p>Benchmark Pre-Assessment for Writing: Summer Reading Essay</p> <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"> <li>1. Quizzes</li> <li>2. Socratic Seminar</li> <li>3. Presentations</li> <li>4. Reading Checks</li> <li>5. Summer Reading Assessment/Essay Expository Essay (*benchmark pre-assessment for writing); Rubric: <a href="#">left twix</a>, <a href="#">right twix</a></li> </ol> <p>PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for</p>

	comprehension and close reading skills, essential 9th grade writing skills, speaking and listening skills, and language skills.		
<b>Learning Targets</b>  These establish objectives to unify the unit's essential questions and assessment targets connected to standards	<p><b>Reading</b></p> <p>SWBAT: Analyze how writers characterize the motivations of early Americans in fiction and nonfiction texts.</p> <ul style="list-style-type: none"> <li>• Essential Question: What motivated early Americans, and how are these motivations still evident in today's society?</li> </ul> <p>SWBAT: Evaluate the internal and external conflicts depicted in literature and their influence on cultural motivations.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do conflicts shape individuals and communities across different American cultures?</li> </ul> <p>SWBAT: Identify and interpret the use of symbolism, imagery, and theme in culturally diverse texts.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do literary elements like symbolism and imagery reveal the values and beliefs of different cultures?</li> </ul> <p>SWBAT: Conduct annotated close readings to gather evidence for literary analysis.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does close reading help us understand deeper meanings and intentions in a text?</li> </ul> <p>SWBAT: Compare and contrast the perspectives of different writers on American cultural motivations.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do various authors reflect and challenge cultural values in their writings?</li> </ul> <p><b>Writing</b></p> <p>SWBAT: Compose a literary analysis that explores the motivations behind early American cultures using text evidence.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can literary analysis reveal insights into historical and cultural motivations?</li> </ul> <p>SWBAT: Reflect on the writing process through regular Writer's Workshop entries.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does self-reflection in writing contribute to becoming a more effective writer?</li> </ul> <p>SWBAT: Write an expository essay that examines the connections between early American motivations and contemporary societal values.</p> <ul style="list-style-type: none"> <li>• Essential Question: In what ways do early American values influence modern-day culture and society?</li> </ul> <p>SWBAT: Incorporate elements of tone, rhetoric, and imagery into their writing to strengthen arguments and analyses.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do tone, rhetoric, and imagery enhance the effectiveness of a writer's argument?</li> </ul> <p>SWBAT: Use mentor texts to study effective writing techniques and apply them to their own work.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can studying the techniques of other writers improve our own writing?</li> </ul> <p><b>Speaking and Listening</b></p> <p>SWBAT: Engage in Socratic seminars to discuss and analyze diverse texts with peers.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does collaborative discussion deepen our understanding of literature and cultural experiences?</li> </ul> <p>SWBAT: Present evidence-based interpretations of literature in group discussions.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can sharing interpretations in discussions enhance our collective understanding of a text?</li> </ul> <p>SWBAT: Listen actively and respond thoughtfully to peers' perspectives during discussions.</p> <ul style="list-style-type: none"> <li>• Essential Question: What role does active listening play in effective communication and collaboration?</li> </ul> <p>SWBAT: Participate in peer feedback sessions to improve both their own and others' literary analyses.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can peer feedback strengthen both our writing and analytical skills?</li> </ul> <p>SWBAT: Use discussion techniques to articulate how cultural contexts shape literary themes and motivations.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do different cultural perspectives influence the way we interpret literature?</li> </ul> <p><b>Language</b></p> <p>SWBAT: Investigate and analyze the use of rhetorical devices in literature to understand authors' purposes.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do rhetorical devices enhance an author's ability to communicate their message?</li> </ul> <p>SWBAT: Expand their academic vocabulary through analysis of complex texts and discussions.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does developing a strong vocabulary improve our ability to comprehend and analyze texts?</li> </ul> <p>SWBAT: Use varied sentence structures and precise language to enhance clarity and style in their writing.</p> <ul style="list-style-type: none"> <li>• Essential Question: Why is it important to vary sentence structure and use precise language in writing?</li> </ul> <p>SWBAT: Analyze how word choice and language use reflect cultural identity and values in literature.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does language reflect and shape cultural identities?</li> </ul> <p>SWBAT: Apply correct grammar, punctuation, and syntax in writing to communicate ideas effectively.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does mastery of language conventions impact the clarity and persuasiveness of writing?</li> </ul>		
<b>Vocabulary</b>	<b>Discipline-specific vocabulary used throughout the unit:</b>	<b>Content-specific vocabulary students may learn during reading:</b>	41. abominate 42. acculturation 43. adventitious

	<ol style="list-style-type: none"> <li>1. Analogy</li> <li>2. Irony</li> <li>3. Parenthetical Citation</li> <li>4. Rhetoric</li> <li>5. Socratic Seminar</li> <li>6. Symbolism</li> <li>7. Theme</li> <li>8. Tone</li> </ol>	<ol style="list-style-type: none"> <li>1. approbation</li> <li>2. assuage</li> <li>3. coalition</li> <li>4. decadence</li> <li>5. elicit</li> <li>6. expostulate</li> <li>7. hackneyed</li> <li>8. hiatus</li> <li>9. innuendo</li> <li>10. intercede</li> <li>11. jaded</li> <li>12. lurid</li> <li>13. meritorious</li> <li>14. petulant</li> <li>15. prerogative</li> <li>16. provincial</li> <li>17. simulate</li> <li>18. transcend</li> <li>19. umbrage</li> <li>20. unctuous</li> <li>21. ameliorate</li> <li>22. aplomb</li> <li>23. bombastic</li> <li>24. callow</li> <li>25. drivel</li> <li>26. epitome</li> <li>27. exhort</li> <li>28. ex officio</li> <li>29. infringe</li> <li>30. ingratiate</li> <li>31. interloper</li> <li>32. intrinsic</li> <li>33. inveigh</li> <li>34. lassitude</li> <li>35. millennium</li> <li>36. occult</li> <li>37. permeate</li> <li>38. precipitate</li> <li>39. stringent</li> <li>40. surmise</li> </ol>	<ol style="list-style-type: none"> <li>44. ascribe</li> <li>45. circuitous</li> <li>46. commiserate</li> <li>47. enjoin</li> <li>48. expedite</li> <li>49. expiate</li> <li>50. ferment</li> <li>51. inadvertent</li> <li>52. nominal</li> <li>53. noncommittal</li> <li>54. peculate</li> <li>55. proclivity</li> <li>56. sangfroid</li> <li>57. seditious</li> <li>58. tenuous</li> <li>59. vitriolic</li> <li>60. wheedle</li> </ol> <p>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contexts 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-generated lists will foster ownership of the learning process.</p>
<b>Tier 1 Strategies to benefit all learners</b>	<ol style="list-style-type: none"> <li>1. Explicit Instruction: Clear, direct teaching of skills and concepts.</li> <li>2. Modeling and demonstrating reading and writing strategies.</li> <li>3. Using "think-aloud" techniques to show thought processes during reading and writing.</li> <li>4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities.</li> <li>5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects).</li> <li>6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects.</li> </ol>		

	<ol style="list-style-type: none"> <li>7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging.</li> <li>8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction.</li> <li>9. Providing timely and constructive feedback on student work.</li> <li>10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension.</li> <li>11. Encouraging independent reading and providing time for sustained silent reading (SSR).</li> <li>12. Writing Supports: Using graphic organizers to help students plan and structure their writing.</li> <li>13. Implementing a writing process approach, including drafting, revising, editing, and publishing.</li> <li>14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary.</li> <li>15. Using word walls, flashcards, and vocabulary games to reinforce new words.</li> <li>16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students.</li> <li>17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment.</li> <li>18. Building a classroom culture that encourages risk-taking, collaboration, and respect.</li> <li>19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning.</li> <li>20. Incorporating digital literacy skills into the curriculum.</li> <li>21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.</li> </ol>
Resources	<p>Short Fiction/Nonfiction – Native American creation myths, Bradford, Bradstreet, Edwards, Douglass, Henry, Franklin, Paine, Equiano  Long Fiction/Nonfiction– <i>The Crucible</i>, <i>The Absolutely True Diary of a Part Time Indian</i>,  Poetry – Taylor, Bradstreet, Wheatley, selected spoken word and contemporary</p> <p>Supplementary resources relative to context or themes in the short stories:  <a href="#">NYTimes</a>  <a href="#">Common Lit</a>  <a href="#">Actively Learn</a>  <a href="#">Suggested Independent Reading options</a></p>
Standards  English Language Arts: <a href="#">9-10 ELA Standards</a>	<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> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>



- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.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.

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.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.

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.

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).
- 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

	<p>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>
<p>Interdisciplinary Connections &amp; Standards</p> <p>Visual and Performing Arts: <a href="#">Standards</a></p> <p>Social Studies/History: <a href="#">Standards</a></p> <p>21st Century Skills, Technology, Career Education: <a href="#">Standards</a></p>	<p><b>Social Studies/History:</b></p> <ul style="list-style-type: none"> <li>6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history.</li> </ul> <p><b>Visual and Performing Arts:</b></p> <ul style="list-style-type: none"> <li>1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work</li> </ul> <p><b>21st Century Skills, Technology, Career Education:</b></p> <ul style="list-style-type: none"> <li>9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</li> <li>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</li> <li>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.).</li> </ul>
<p>Accommodations &amp; Modifications</p>	<p><u><b>Accommodations and Modifications (Do not remove links)</b></u></p> <p><u><b>Gifted and Talented</b></u></p> <ul style="list-style-type: none"> <li>Provide supplementary or lengthier texts with higher-level questions</li> <li>Provide enrichment activities</li> <li>Use inquiry-based practices and allow student opportunities to conduct additional research</li> <li>Provide assessment or assignment choices that require more detail and deeper understanding</li> <li>Provide additional questions that prompt extensions of understanding</li> <li>Require research for projects in a specified format</li> <li>Provide assessment choices that require more detail and deeper understanding</li> </ul> <p><a href="#">Special Education Accommodations/Modifications</a></p> <p><a href="#">504 Accommodations/Modifications</a></p> <p><a href="#">MLL Accommodations/Modifications</a></p>

[Back To Top](#)



## Unit 2: A Growing Nation (Literature of the American Renaissance)

<b>Timeframe</b>	<b>10 weeks</b>
<b>Unit 2 Overview</b>	<p>This inquiry-based unit focuses on the literary identities that were forged in American history, but still resonate in contemporary society. Students will Native American myth, Puritanism, slave narratives, the Gothic tradition, Transcendentalism, American humor, and the Harlem Renaissance to discover America's identity was created and how it has evolved. Students will engage in annotated close reading of a variety of fiction and non-fiction 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 seminars, discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and writing regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflection and progress when researching texts and creating a literary analysis.</p>
<b>Essential Questions:</b>  These establish inquiry to align the unit's assignments and assessments	<ul style="list-style-type: none"> <li>• What has shaped the creation and evolution of American identity and American literature?</li> <li>• What impact does historical, cultural, geographical, and social context have on a literary piece and on the reactions of readers to it?</li> <li>• How does genre reflect American society?</li> <li>• How do the values of our past influence society and literature today?</li> </ul>
<b>Assessment</b>	<p><b>Summative/Performance Assessments Plan</b>  <b>MAJOR ASSESSMENTS</b> of equal weight not exceeding 20% of MP grade</p> <ol style="list-style-type: none"> <li>1. <b>Writing Workshop 20%): Literary Analysis Writing:</b> character as it conveys/develops theme; RL.IT.9-10.3 : Focuses on analyzing the development of complex characters and their interactions in American literature, particularly how these reflect and shape the evolving American identity. Possible Choices:             <ol style="list-style-type: none"> <li>a. <b>Character Interaction Analysis Essay:</b> Students will write an essay that examines how the interactions between key characters in a selected text reveal the complexities of American identity and the ways these identities evolve over time.</li> <li>b. <b>Thematic Character Study:</b> Students will analyze how one character's development throughout a text reflects larger societal changes during key historical movements, such as Transcendentalism or the Harlem Renaissance.</li> <li>c. <b>Conflict and Identity Essay:</b> Students will focus on how characters grapple with internal and external conflicts tied to their cultural identities, examining how these conflicts mirror the challenges faced by various groups in American history.</li> </ol> </li> <li>2. <b>Inquiry-based Performance Assessment (20%):</b> *Must align with standards RLMF.9-10.6–Evaluate how different techniques and points of view shape readers' perceptions of cultural and historical movements, using evidence from texts to explain how these literary features reveal the author's purpose and commentary on American identity. Possible choices:             <ol style="list-style-type: none"> <li>a. <b>Point of View Project:</b> Students will examine how the point of view in a selected text (e.g., first-person slave narrative or omniscient narration in Gothic literature) impacts the portrayal of American identity and cultural evolution.</li> <li>b. <b>Perspective Comparison Presentation:</b> Students will compare how different authors use point of view to represent the same historical moment or cultural experience (e.g., comparing perspectives from Puritanism and Transcendentalism), evaluating how these differences reflect varying interpretations of American identity</li> </ol> </li> </ol> <p><b>MINOR ASSESSMENTS:</b> 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"> <li>1. Quizzes</li> <li>2. Socratic Seminar</li> <li>3. Presentations</li> </ol>

	<p><b>4. Reading Checks</b></p> <p><b>PREPARATION/PROGRESS/PARTICIPATION:</b> 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><b>Learning Targets</b></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 Native American myth, Puritanism, slave narratives, the Gothic tradition, Transcendentalism, American humor, and the Harlem Renaissance contribute to the formation of America's literary identity.</p> <ul style="list-style-type: none"> <li>• Essential Question: How have literary movements and traditions shaped America's evolving identity?</li> </ul> <p>SWBAT: Evaluate the conflicts, diction, and tone within diverse American literary traditions and their impact on societal values.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do literary elements like conflict and tone reflect and challenge societal norms throughout American history?</li> </ul> <p>SWBAT: Identify the use of mood, structure, and theme in both fiction and nonfiction texts to understand their contribution to American identity.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do mood, structure, and theme reveal insights into the American experience?</li> </ul> <p>SWBAT: Conduct annotated close readings to gather textual evidence for literary analysis, focusing on key elements such as diction and structure.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does close reading allow us to uncover deeper meanings within texts?</li> </ul> <p>SWBAT: Compare the portrayal of American identity across different time periods and literary movements.</p> <ul style="list-style-type: none"> <li>• Essential Question: In what ways does literature reflect the changing identity of America over time?</li> </ul> <p><u>Writing</u></p> <p>SWBAT: Compose a literary analysis that explores the evolution of American identity through key literary movements, using text evidence to support their claims.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can literary analysis help us trace the development of American identity?</li> </ul> <p>SWBAT: Reflect on their writing progress through regular Writer's Workshop entries, incorporating feedback and self-assessment.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does reflection on the writing process improve both our skills and our understanding of literature?</li> </ul> <p>SWBAT: Write an expository essay that examines the lasting influence of historical literary identities in contemporary American society.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do literary identities from America's past continue to influence modern society and culture?</li> </ul> <p>SWBAT: Incorporate elements such as conflict, diction, tone, and structure into their writing to create a cohesive and well-supported literary argument.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can the strategic use of literary elements strengthen our written arguments?</li> </ul> <p>SWBAT: Study mentor texts from different literary movements to identify effective writing techniques and apply them in their own writing.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can studying the work of other writers enhance our own writing?</li> </ul> <p><u>Speaking and Listening</u></p> <p>SWBAT: Participate in Socratic seminars to discuss and analyze texts from various American literary traditions.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does collaborative discussion contribute to a deeper understanding of America's literary and cultural heritage?</li> </ul> <p>SWBAT: Present interpretations of texts based on textual evidence and contribute thoughtfully to group discussions.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can sharing and defending our interpretations help clarify complex ideas in literature?</li> </ul> <p>SWBAT: Actively listen and respond to peers' perspectives during discussions, considering diverse viewpoints on America's literary identity.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does listening to different perspectives help us better understand complex cultural and literary identities?</li> </ul> <p>SWBAT: Collaborate with peers in analyzing the role of literary movements in shaping national identity.</p> <ul style="list-style-type: none"> <li>• Essential Question: What can we learn about America's identity through collaborative examination of different literary movements?</li> </ul> <p>SWBAT: Engage in peer feedback sessions to refine their literary analysis writing and oral arguments.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can peer feedback help us develop stronger, more persuasive arguments?</li> </ul> <p><u>Language</u></p> <p>SWBAT: Investigate the meaning and use of language in literature to explore how language reflects the cultural and historical contexts of America.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does language shape our understanding of cultural and historical contexts in American literature?</li> </ul> <p>SWBAT: Expand their vocabulary by analyzing complex texts from diverse American literary traditions.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does expanding our vocabulary enhance our ability to engage with complex literary texts?</li> </ul> <p>SWBAT: Use appropriate diction and syntax to convey their analysis clearly and effectively in both writing and speech.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does careful attention to diction and syntax impact the clarity and persuasiveness of our communication?</li> </ul> <p>SWBAT: Analyze how authors use language to convey mood and tone in texts, and apply similar techniques in their own writing.</p>

	<ul style="list-style-type: none"> <li>Essential Question: How do authors use language to establish mood and tone, and how can we emulate these techniques in our writing?</li> </ul> <p>SWBAT: Apply correct grammar, punctuation, and sentence structure in their writing to enhance clarity and fluidity.</p> <ul style="list-style-type: none"> <li>Essential Question: How does mastery of language conventions improve the effectiveness of our writing?</li> </ul>		
Vocabulary	<p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> <li>Ambiguity</li> <li>Archetype</li> <li>Diction</li> <li>Gothic</li> <li>Literary analysis</li> <li>Mood</li> <li>Puritanism</li> <li>Tone</li> <li>Transcendentalism</li> </ol> <p><a href="#"><u>Vocab graphic organizers</u></a></p>	<p>Content-specific <a href="#"><u>vocabulary</u></a> students may learn during reading:</p> <ol style="list-style-type: none"> <li>affable</li> <li>aggrandize</li> <li>amorphous</li> <li>archetype</li> <li>aura</li> <li>contraband</li> <li>erudite</li> <li>gossamer</li> <li>inscrutable</li> <li>insular</li> <li>irrevocable</li> <li>propensity</li> <li>querulous</li> <li>remonstrate</li> <li>repudiate</li> <li>resilient</li> <li>reverberate</li> <li>scurrilous</li> <li>sedulous</li> <li>sleazy</li> <li>amnesty</li> <li>autonomy</li> <li>axiomatic</li> <li>blazon</li> <li>caveat</li> <li>equitable</li> <li>extricate</li> <li>filch</li> <li>flout</li> <li>fractitious</li> <li>precept</li> <li>salutary</li> <li>scathing</li> <li>scourge</li> <li>sepulchral</li> <li>soporific</li> <li>straitlaced</li> </ol>	<ol style="list-style-type: none"> <li>anomalous</li> <li>aspersion</li> <li>bizarre</li> <li>brusque</li> <li>cajole</li> <li>castigate</li> <li>contrive</li> <li>demagogue</li> <li>disabuse</li> <li>ennui</li> <li>fetter</li> <li>heinous</li> <li>immutable</li> <li>insurgent</li> <li>megalomania</li> <li>sinecure</li> <li>surreptitious</li> <li>transgress</li> <li>transmute</li> <li>vicarious</li> </ol> <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>

		<b>38. transient</b> <b>39. unwieldy</b> <b>40. vapid</b>	
<b>Tier 1 Strategies to benefit all learners</b>	<ol style="list-style-type: none"> <li>1. Explicit Instruction: Clear, direct teaching of skills and concepts.</li> <li>2. Modeling and demonstrating reading and writing strategies.</li> <li>3. Using "think-aloud" techniques to show thought processes during reading and writing.</li> <li>4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities.</li> <li>5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects).</li> <li>6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects.</li> <li>7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging.</li> <li>8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction.</li> <li>9. Providing timely and constructive feedback on student work.</li> <li>10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension.</li> <li>11. Encouraging independent reading and providing time for sustained silent reading (SSR).</li> <li>12. Writing Supports: Using graphic organizers to help students plan and structure their writing.</li> <li>13. Implementing a writing process approach, including drafting, revising, editing, and publishing.</li> <li>14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary.</li> <li>15. Using word walls, flashcards, and vocabulary games to reinforce new words.</li> <li>16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students.</li> <li>17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment.</li> <li>18. Building a classroom culture that encourages risk-taking, collaboration, and respect.</li> <li>19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning.</li> <li>20. Incorporating digital literacy skills into the curriculum.</li> <li>21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.</li> </ol>		
<b>Resources</b>	<p><b>Short Fiction/Nonfiction – Ehrlich, Irving, Jefferson, Lewis, Hawthorne, Poe, Oates, Melville, Emerson, Thoreau,</b>  <b>Long Fiction/Nonfiction– <i>Our Town, Moby Dick,, Leaves of Grass, Spoon River Anthology</i></b>  <b>Poetry – Longfellow, Bryant, Holmes, Emerson, Dickinson, Whitman</b></p> <p>Supplementary resources relative to context or themes in the short stories:  <a href="#">NYTimes</a>  <a href="#">Common Lit</a>  <a href="#">Actively Learn</a>  <a href="#">Suggested Independent Reading Options</a></p>		
<b>Standards</b>  <b>English Language Arts:</b> <a href="#">9-10 ELA Standards</a> <a href="#">11-12 ELA Standards</a>	<p><b><u>Reading</u></b>  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.  <b>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.</b>  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</p>		

manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).  
 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"> <li>A. Use parallel structure.</li> <li>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.</li> <li>C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>D. Use a colon to introduce a list or quotation.</li> <li>E. Recognize spelling conventions.</li> </ul> <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"> <li>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.</li> <li>B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</li> <li>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul> <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"> <li>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.</li> <li>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>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).</li> <li>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.</li> <li>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).</li> </ul> <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"> <li>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>B. Analyze nuances in the meaning of words with similar denotations.</li> <li>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).</li> </ul>
<p>Interdisciplinary Connections &amp; Standards</p> <p>Visual and Performing Arts: <a href="#">Standards</a></p> <p>Social Studies/History: <a href="#">Standards</a></p> <p>21st Century</p>	<p>Social Studies/History:</p> <ul style="list-style-type: none"> <li>• 6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history.</li> </ul> <p>Visual and Performing Arts:</p> <ul style="list-style-type: none"> <li>• 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.</li> </ul>

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

[Back To Top](#)

Unit 3: Catalysts for Change (Literature of the Civil War through the Modern Age)	
Timeframe	10 weeks
Unit 3 Overview	<p>This inquiry-based unit focuses on the dramatic change in American culture and literature during a time that saw growing conflict over slavery, the devastation of Civil War, the emancipation of African Americans, the push westward and the end of the frontier and the Native American way of life, and the inception of electricity. Students will examine the internal and external conflicts that shaped the nation during and after the Civil War. Students will reflect on how these conflicts are still argued in contemporary essays. 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>
<p><b>Essential Questions:</b></p> <p>These establish inquiry to align the unit's assignments and assessments</p>	<ul style="list-style-type: none"> <li>• How did the internal and external conflicts surrounding slavery, the Civil War, and westward expansion shape American culture and literature during this transformative period?</li> <li>• In what ways do the themes and conflicts of this era continue to be debated and reflected in contemporary essays and literature?</li> <li>• How did the end of the frontier, the emancipation of African Americans, and the rise of electricity influence the tone, symbolism, and imagery in American literature during and after the Civil War?</li> </ul>
Assessment	Summative/Performance Assessments Plan



	<p><b>MAJOR ASSESSMENTS</b> of equal weight not exceeding 20% of MP grade</p> <ol style="list-style-type: none"> <li>1. <b>Writing Workshop (20%):</b> Timed Essay aligned with unit. Possible choices: <ol style="list-style-type: none"> <li>a. <b>Historical Conflict Analysis Essay:</b> Students will write an essay examining a specific internal or external conflict from the Civil War era, such as the moral conflict over slavery, and how it is represented in contemporary writings or speeches.</li> <li>b. <b>Comparative Essay:</b> Students will compare a historical text with a contemporary essay that addresses similar themes, such as the impact of the Civil War on American identity, exploring how perspectives on the same issue have evolved over time.</li> <li>c. <b>Cultural Legacy Essay:</b> Students will select a historical event from the period (e.g., emancipation or westward expansion) and analyze how this event's legacy is still debated in current literature or media, drawing from a contemporary essay for support</li> </ol> </li> <li>2. <b>Inquiry-Based Performance Assessment (20%):</b> Analysis of essays and speeches for elements of argument to align with RI.AA.10.7. Evaluate how authors and speakers present and support their arguments regarding historical conflicts and cultural shifts, particularly in essays, TED Talks, or speeches, by analyzing their use of rhetoric, tone, and evidence. Possible Choices: <ol style="list-style-type: none"> <li>a. <b>TED Talk/Essay Comparison:</b> Students will compare a TED Talk addressing a current cultural issue, such as race relations or civil rights, with a historical essay on a similar theme, analyzing how both texts present and support their arguments.</li> <li>b. <b>Rhetorical Analysis of a Speech:</b> Students will conduct a rhetorical analysis of a speech, examining how the speaker uses tone, rhetoric, and evidence to argue their perspective on a historical conflict, such as the fight for emancipation or civil rights.</li> <li>c. <b>Socratic Seminar on Perspectives:</b> Students will engage in a Socratic seminar analyzing multiple essays or speeches on a single conflict, discussing how different perspectives are presented and supported, and how these reflect the ongoing relevance of the issue in contemporary society</li> </ol> </li> </ol> <p><b>MINOR ASSESSMENTS:</b> 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"> <li>1. Quizzes</li> <li>2. Socratic Seminar</li> <li>3. Presentations</li> <li>4. Reading Checks</li> </ol> <p><b>PREPARATION/PROGRESS/PARTICIPATION:</b> 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"> <li>•  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.</li> <li>•  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</li> </ul>
<p><b>Learning Targets</b></p> <p>These establish objectives to unify the</p>	<p><u><b>Reading</b></u></p> <p><b>SWBAT:</b> Analyze how American culture and literature reflect the conflicts over slavery, the Civil War, and westward expansion.</p> <ul style="list-style-type: none"> <li>• <b>Essential Question:</b> How did the conflicts over slavery, war, and expansion shape American culture and literature?</li> </ul> <p><b>SWBAT:</b> Examine the internal and external conflicts in texts from the Civil War and post-Civil War eras.</p>

<p>unit's essential questions and assessment targets connected to standards</p>	<ul style="list-style-type: none"> <li>• Essential Question: How do internal and external conflicts during and after the Civil War continue to influence American identity?</li> </ul> <p>SWBAT: Identify the use of tone, rhetoric, imagery, symbolism, and theme in literature from the Civil War period and its aftermath.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do literary elements like tone and symbolism reveal the impact of historical events on American society?</li> </ul> <p>SWBAT: Conduct annotated close readings to gather evidence for literary analysis, focusing on texts that reflect Civil War and post-war conflicts.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can close reading help us better understand the complexities of texts shaped by war and societal change?</li> </ul> <p>SWBAT: Compare and contrast literary portrayals of the Civil War and westward expansion with contemporary interpretations in modern essays.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do modern essays reinterpret the conflicts and themes of the Civil War and westward expansion?</li> </ul> <p><u>Writing</u></p> <p>SWBAT: Write a literary analysis exploring how conflicts over slavery and the Civil War are reflected in literature, using textual evidence.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can literary analysis reveal the lasting impact of Civil War-era conflicts on American culture and literature?</li> </ul> <p>SWBAT: Reflect on their progress in writing and analysis through regular Writer's Workshop entries, incorporating feedback and self-assessment.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does reflecting on our writing help us refine our analysis and improve our writing skills?</li> </ul> <p>SWBAT: Compose an expository essay that examines how the conflicts of the Civil War era continue to resonate in contemporary society.</p> <ul style="list-style-type: none"> <li>• Essential Question: In what ways do the conflicts of the Civil War and westward expansion still shape American discourse today?</li> </ul> <p>SWBAT: Incorporate elements such as tone, rhetoric, imagery, and symbolism into their writing to create well-supported literary arguments.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can the effective use of literary elements strengthen the persuasiveness of our writing?</li> </ul> <p>SWBAT: Use mentor texts to identify and apply effective writing techniques for discussing historical conflicts and their relevance today.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can studying mentor texts help us write more effectively about complex historical issues?</li> </ul> <p><u>Speaking and Listening</u></p> <p>SWBAT: Participate in Socratic seminars to discuss and analyze literature from the Civil War and post-Civil War eras.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can discussing literature in a collaborative setting deepen our understanding of historical conflicts and their effects?</li> </ul> <p>SWBAT: Present well-supported interpretations of literary texts, connecting historical conflicts to modern-day issues.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can we use evidence from literature to draw connections between past conflicts and contemporary society?</li> </ul> <p>SWBAT: Listen actively to peers' perspectives in discussions and offer thoughtful responses to their ideas.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does active listening and thoughtful response improve our ability to collaborate and expand our understanding?</li> </ul> <p>SWBAT: Collaborate with peers to analyze how literature reflects and responds to societal changes during and after the Civil War.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does collaboration with peers enhance our ability to analyze complex societal changes in literature?</li> </ul> <p>SWBAT: Participate in peer feedback sessions to refine their literary analysis and argumentative writing.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can peer feedback help us improve our writing and strengthen our arguments?</li> </ul> <p><u>Language</u></p> <p>SWBAT: Investigate the meaning and use of language in Civil War-era literature to explore how language conveys societal conflicts.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does language in literature reflect and shape our understanding of societal conflicts?</li> </ul> <p>SWBAT: Expand their vocabulary by analyzing complex texts from the Civil War period and beyond.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does expanding our vocabulary enhance our ability to understand and analyze texts from complex historical periods?</li> </ul> <p>SWBAT: Use precise diction and varied sentence structure to convey clear and effective analysis in both writing and discussion.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does careful word choice and sentence structure improve the clarity and persuasiveness of our communication?</li> </ul> <p>SWBAT: Analyze how authors use language to convey tone and mood in texts reflecting the Civil War and westward expansion.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do authors use language to establish tone and mood when writing about historical conflicts?</li> </ul> <p>SWBAT: Apply correct grammar, punctuation, and syntax to enhance the clarity and fluidity of their writing.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does mastery of language conventions improve the effectiveness of our writing and communication?</li> </ul>		
<p>Vocabulary</p>	<p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> <li>1. Allusion</li> <li>2. Analogy</li> <li>3. Characrewiarion</li> </ol>	<p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> <li>1. Austere</li> <li>2. Beneficient</li> <li>3. Cadaverous</li> </ol>	<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</p>

	4. Connotation/denotation 5. Motifs 6. Parenthetical citations 7. Persuasive appeals 8. Rhetorical devices 9. Rebuttal 10. Symbolism 11. Thesis	4. Concoct 5. Crass 6. Debase 7. Descrate 8. Disconcert 9. expurgate 10. Grandiose 11. Inconsequential 12. Infraction 13. Mitigate 14. odium 15. Prate 16. Punctiliois 17. Reporve 18. Restitution 19. stalwart 20. vulnerable	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	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. 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	Short Fiction/Nonfiction – Bierce, Douglass, Lincoln, Lee, Twain, London, Chopin, Faulkner, Porter, Welty,, Hemingway Long Fiction/Nonfiction– <i>The Adventures of Huckleberry Finn</i> , <i>The Narrative of the Life of Frederick Douglass</i> , <i>The Awakening</i> , <i>The Great Gatsby</i> ,		

	<p>Poetry- Dunbar, Robinson, Masters, Eliot, Pound, Williams, Cummings, Sandburg, Frost, Hughes, McKay, Cullen, Plath, Sexton, Roethke, Lee</p> <p>Supplementary resources relative to context or themes in the short stories:</p> <p><a href="#">NYTimes</a>  <a href="#">Common Lit</a>  <a href="#">Actively Learn</a>  <a href="#">Suggested Independent Reading Options</a></p>
<p>Standards</p> <p>English Language Arts: <a href="#">9-10 ELA Standards</a> <a href="#">11-12 ELA Standards</a></p>	<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"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Provide a concluding paragraph or section that supports the argument presented.</li> </ol> <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.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.</p> <p>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).</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</p>


	<p>sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></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> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p>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.</p> <p><b>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.</b></p> <p><b>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.</b></p> <p><b>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.</b></p> <p><b>SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</b></p> <p><b>Language</b></p> <p><b>L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</b></p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>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.</li> <li>C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>D. Use a colon to introduce a list or quotation.</li> <li>E. Recognize spelling conventions.</li> </ol> <p><b>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.</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</li> <li>Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ol>
<p><b>Interdisciplinary Connections &amp; Standards</b></p> <p><b>Visual and Performing Arts:</b> <a href="#">Standards</a></p> <p><b>Social Studies/History:</b> <a href="#">Standards</a></p>	<p>Social Studies/History:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p>Career Readiness, Life Literacies, and Key Skills:</p> <ul style="list-style-type: none"> <li>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</li> <li>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</li> <li>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</li> </ul>



21st Century Skills, Technology, Career Education: <a href="#">Standards</a>	<ul style="list-style-type: none"> <li>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</li> </ul>
Accommodations & Modifications	<p><u><a href="#">Accommodations and Modifications (Do not remove links)</a></u></p> <p><u><a href="#">Gifted and Talented</a></u></p> <ul style="list-style-type: none"> <li>Provide supplementary or lengthier texts with higher-level questions</li> <li>Provide enrichment activities</li> <li>Use inquiry-based practices and allow student opportunities to conduct additional research</li> <li>Provide assessment or assignment choices that require more detail and deeper understanding</li> <li>Provide additional questions that prompt extensions of understanding</li> <li>Require research for projects in a specified format</li> <li>Provide assessment choices that require more detail and deeper understanding</li> </ul> <p><u><a href="#">Special Education Accomodations/Modifications</a></u></p> <p><u><a href="#">504 Accomodations/Modifications</a></u></p> <p><u><a href="#">MLL Accomodations/Modifications</a></u></p>

[Back To Top](#)

Unit 4: New Voices, New Frontiers	
Timeframe	10 weeks
Unit 4 Overview	<p>This inquiry-based unit continues to examine the bold new literary voice first introduced in unit 3. Among other things, the expansion of American cities, World War I, the Depression and the New Deal, and World War II affected how writers thought about themselves and the world, and shaped many of the themes of the age. The values, attitudes, and ideas that grew from these events were disillusionment with old ideas and ideals, wider cultural awareness, and greater democratization. Students will examine how these new forces were expressed in literature, including through experimentation with new literary approaches and techniques, the incorporation of art from around the world, an increased role of women and African Americans in American literary life, and the disregard of long-held rules of literature. Furthermore, 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 writing a historical narrative.</p>
<b>Essential Questions:</b>  These establish inquiry to align the unit's assignments and	<ul style="list-style-type: none"> <li>How does one's upbringing, culture and/or environment impact his/her identity as an American?</li> <li>How does one manage the difference between the identity (s)he creates and the one society assigns?</li> <li>What has shaped the creation and evolution of American identity and American literature?</li> <li>What impact does historical, cultural, geographical, and social context have on a literary piece and on the reactions of</li> </ul>

assessments	readers to it?
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"> <li>1. <b>Writer's Workshop (20%): Historical Narrative:</b> Focuses on crafting a historical narrative that reflects the impact of major events on American literature and culture and explores themes such as disillusionment, cultural awareness, and democratization. Possible Choices: <ol style="list-style-type: none"> <li>a. <b>Historical Fiction Story:</b> Students write a short story set during a major historical event, such as the Great Depression or World War II, using historical details and literary techniques to portray how the event impacts the characters and their worldview.</li> <li>b. <b>Character Diary Entry:</b> Students create diary entries from the perspective of a character living through a significant historical event, capturing the emotional and societal changes of the time and illustrating how these changes influence their personal beliefs and actions.</li> <li>c. <b>Historical Event Retelling:</b> Students write a narrative that retells a significant historical event (e.g., the New Deal) from the viewpoint of an ordinary person affected by it, integrating historical context and exploring how this event shaped their experience and worldview.</li> </ol> </li> <li>2. <b>Inquiry-Based Performance Assessment (20%):</b> Analyze how two or more texts address similar themes or topics in alignment with RL.CT.9-10.8, RI.CT.9-10.8  Possible Choices: <ol style="list-style-type: none"> <li>a. <b>Socratic Seminar Discussion:</b> Students participate in a Socratic seminar where they discuss how different authors addressed the same historical event in their works and evaluate the perspectives and rhetorical strategies used.</li> <li>b. <b>Annotated Bibliography and Reflection:</b> Students create an annotated bibliography of texts (essays, speeches, and literature) related to a specific historical event, followed by a reflective essay on how these texts collectively enhance understanding of the event's impact on American culture and literature</li> <li>c. <b>Historical Impact Multimedia Project:</b> Students create a multimedia presentation (such as a video or digital slideshow) that explores how different texts (e.g., essays, speeches, or literary excerpts) reflect the cultural and societal impacts of a major historical event. The project should also compare and contrast these perspectives, demonstrating how various authors and speakers interpret the historical event differently</li> </ol> </li> </ol> <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"> <li>1. Quizzes</li> <li>2. Socratic Seminar</li> <li>3. Presentations</li> <li>4. Reading Checks</li> </ol> <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"> <li> 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.</li> </ul>
<p><b>Learning Targets</b></p> <p>These establish objectives to unify the unit's essential questions and assessment targets connected to standards</p>	<p><b>Reading</b></p> <p>SWBAT: Analyze how the expansion of American cities, World War I, the Depression, the New Deal, and World War II influenced literary themes and styles.</p> <ul style="list-style-type: none"> <li>Essential Question: How did major historical events shape the literary themes and styles of 20th-century American writers?</li> </ul> <p>SWBAT: Evaluate how disillusionment, cultural awareness, and democratization are expressed in the literature of the period.</p> <ul style="list-style-type: none"> <li>Essential Question: How do the values and attitudes of disillusionment and democratization appear in literature from this era?</li> </ul> <p>SWBAT: Identify experimental literary techniques used by authors in response to societal changes during this period.</p> <ul style="list-style-type: none"> <li>Essential Question: How did experimentation with literary forms reflect the changing realities of the modern world?</li> </ul> <p>SWBAT: Conduct annotated close readings of texts that highlight the roles of women and African Americans in shaping American literary life.</p> <ul style="list-style-type: none"> <li>Essential Question: How did the increased participation of women and African Americans influence American literature during this time?</li> </ul> <p>SWBAT: Compare traditional and modernist literary techniques and analyze how authors chose to break away from long-held literary conventions.</p> <ul style="list-style-type: none"> <li>Essential Question: Why did writers reject traditional literary rules, and how did their innovations reflect their historical context?</li> </ul> <p><b>Writing</b></p> <p>SWBAT: Write a historical narrative that reflects the themes and societal shifts discussed in the literature of this period.</p> <ul style="list-style-type: none"> <li>Essential Question: How can historical events be transformed into compelling literary narratives?</li> </ul> <p>SWBAT: Compose a literary analysis exploring the impact of World War I, the Depression, and World War II on American literary themes, using textual evidence.</p> <ul style="list-style-type: none"> <li>Essential Question: How can analyzing historical influences deepen our understanding of a text's meaning?</li> </ul> <p>SWBAT: Reflect on their progress in writing and analysis through regular Writer's Workshop entries, incorporating feedback and self-assessment.</p> <ul style="list-style-type: none"> <li>Essential Question: How does ongoing reflection and revision improve our writing and analytical skills?</li> </ul> <p>SWBAT: Incorporate elements such as tone, rhetoric, imagery, symbolism, and theme into their historical narrative writing.</p> <ul style="list-style-type: none"> <li>Essential Question: How can the strategic use of literary elements enhance the storytelling in a historical narrative?</li> </ul> <p>SWBAT: Use mentor texts to identify and apply effective writing techniques in their own narratives, focusing on innovation in style and form.</p> <ul style="list-style-type: none"> <li>Essential Question: How can studying the techniques of other writers inspire innovation in our own writing?</li> </ul> <p><b>Speaking and Listening</b></p> <p>SWBAT: Participate in Socratic seminars to discuss how major historical events shaped American literature and culture during this period.</p> <ul style="list-style-type: none"> <li>Essential Question: How can discussion and debate deepen our understanding of the ways literature reflects historical and cultural shifts?</li> </ul> <p>SWBAT: Present well-supported interpretations of texts that incorporate disillusionment, cultural awareness, and democratization.</p> <ul style="list-style-type: none"> <li>Essential Question: How can we effectively communicate our interpretations of literature and connect them to historical and cultural themes?</li> </ul> <ul style="list-style-type: none"> <li>SWBAT: Listen actively to their peers' interpretations during discussions, and offer thoughtful responses that engage with diverse viewpoints.</li> </ul> <ul style="list-style-type: none"> <li>Essential Question: How does engaging with diverse perspectives help us better understand complex themes in literature?</li> </ul> <p>SWBAT: Collaborate with peers to analyze how societal changes influenced literary innovations and the rejection of traditional literary forms.</p> <ul style="list-style-type: none"> <li>Essential Question: How does collaboration help us uncover new insights into the relationship between society and literature?</li> </ul> <p>SWBAT: Engage in peer feedback sessions to refine their historical narratives and strengthen their writing through revision.</p> <ul style="list-style-type: none"> <li>Essential Question: How can constructive peer feedback improve the clarity and impact of our narratives?</li> </ul> <p><b>Language</b></p> <p>SWBAT: Investigate how authors use language to reflect disillusionment, cultural awareness, and the democratization of literature.</p> <ul style="list-style-type: none"> <li>Essential Question: How does an author's use of language reflect the social and cultural values of their time?</li> </ul> <p>SWBAT: Expand their vocabulary by analyzing complex texts from the early-to-mid 20th century that reflect societal shifts.</p> <ul style="list-style-type: none"> <li>Essential Question: How does expanding our vocabulary enhance our understanding of complex historical and literary texts?</li> </ul> <p>SWBAT: Use precise diction and varied sentence structure to effectively communicate complex themes and ideas in their writing.</p> <ul style="list-style-type: none"> <li>Essential Question: How can precise diction and varied sentence structure elevate the clarity and impact of our writing?</li> </ul>

	<p>SWBAT: Analyze how authors manipulate tone, imagery, and symbolism to convey themes of change and transformation in their works.</p> <ul style="list-style-type: none"> <li>Essential Question: How do authors use tone, imagery, and symbolism to convey the sense of a world in transformation?</li> </ul> <p>SWBAT: Apply correct grammar, punctuation, and syntax to improve the fluidity and coherence of their historical narrative writing.</p> <ul style="list-style-type: none"> <li>Essential Question: How does mastering language conventions help create clearer and more effective writing?</li> </ul>		
Vocabulary	<p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> <li>Free verse</li> <li>Imagery</li> <li>Metaphor</li> <li>Point of view</li> <li>Synecdoche</li> <li>Tone</li> <li>Style</li> <li>voice</li> </ol>	<p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> <li>Bedlam</li> <li>censurable</li> <li>Corroborate</li> <li>Denizen</li> <li>discursive</li> <li>Dun</li> <li>Equanimity</li> <li>Florid</li> <li>foist</li> <li>Gist</li> <li>Gratuitous</li> <li>Impervious</li> <li>Invective</li> <li>Motley</li> <li>ostentatious</li> <li>Provocative</li> <li>Reprobate</li> <li>santimonious</li> <li>Sedentary</li> <li>winsome</li> </ol>	<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-generated lists will foster ownership of the learning process.</p>
Tier 1 Strategies to benefit all learners	<ol style="list-style-type: none"> <li>Explicit Instruction: Clear, direct teaching of skills and concepts.</li> <li>Modeling and demonstrating reading and writing strategies.</li> <li>Using "think-aloud" techniques to show thought processes during reading and writing.</li> <li>Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities.</li> <li>Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects).</li> <li>Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects.</li> <li>Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging.</li> <li>Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction.</li> <li>Providing timely and constructive feedback on student work.</li> <li>Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension.</li> <li>Encouraging independent reading and providing time for sustained silent reading (SSR).</li> <li>Writing Supports: Using graphic organizers to help students plan and structure their writing.</li> <li>Implementing a writing process approach, including drafting, revising, editing, and publishing.</li> <li>Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary.</li> <li>Using word walls, flashcards, and vocabulary games to reinforce new words.</li> <li>Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students.</li> </ol>		

	<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>Short Fiction/Nonfiction – Fitzgerald, Hemingway, Faulkner, Steinbeck, Porter, Welty</p> <p>Long Fiction/Nonfiction– <i>A Raisin in the Sun</i>, <i>The Bell Jar</i>, <i>A Streetcar Named Desire</i>, <i>Fences</i></p> <p>Poetry – Eliot, Pound, Williams, Cummings, Sandburg, Frost, Hughes, McKay, Cullen, Plath, Sexton, Roethke, Lee</p> <p>Supplementary resources relative to context or themes in the short stories:</p> <p><a href="#">NYTimes</a></p> <p><a href="#">Common Lit</a></p> <p><a href="#">Actively Learn</a></p> <p><a href="#">Suggested Independent Reading Options</a></p>
Standards  English Language Arts: <a href="#">9-10 ELA Standards</a>	<p><b>Reading</b></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.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).</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>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> <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><b>Writing</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>

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

LSS.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.

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.

- 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).

LVI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- 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><b>Interdisciplinary Connections &amp; Standards</b></p> <p><b>Visual and Performing Arts:</b> <a href="#">Standards</a></p> <p><b>Social Studies/History:</b> <a href="#">Standards</a></p> <p><b>21st Century Skills, Technology, Career Education:</b> <a href="#">Standards</a></p>	<p>Visual and Performing Arts:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.</li> <li>• 1.4.12acc.Re9a: Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work.</li> <li>• 1.4.12acc.Cn11b: Explore how personal beliefs and biases can affect the interpretation of data applied in devised or scripted theatre work.</li> </ul>
<p><b>Accommodations &amp; Modifications</b></p>	<p><u><b>Accommodations and Modifications (Do not remove links)</b></u></p> <p><u><b>Gifted and Talented</b></u></p> <ul style="list-style-type: none"> <li>• Provide supplementary or lengthier texts with higher-level questions</li> <li>• Provide enrichment activities</li> <li>• Use inquiry-based practices and allow student opportunities to conduct additional research</li> <li>• Provide assessment or assignment choices that require more detail and deeper understanding</li> <li>• Provide additional questions that prompt extensions of understanding</li> <li>• Require research for projects in a specified format</li> <li>• Provide assessment choices that require more detail and deeper understanding</li> </ul> <p><a href="#">Special Education Accomodations/Modifications</a></p> <p><a href="#">504 Accomodations/Modifications</a></p> <p><a href="#">MLL Accomodations/Modifications</a></p>

[Back To Top](#)